

1963 1964

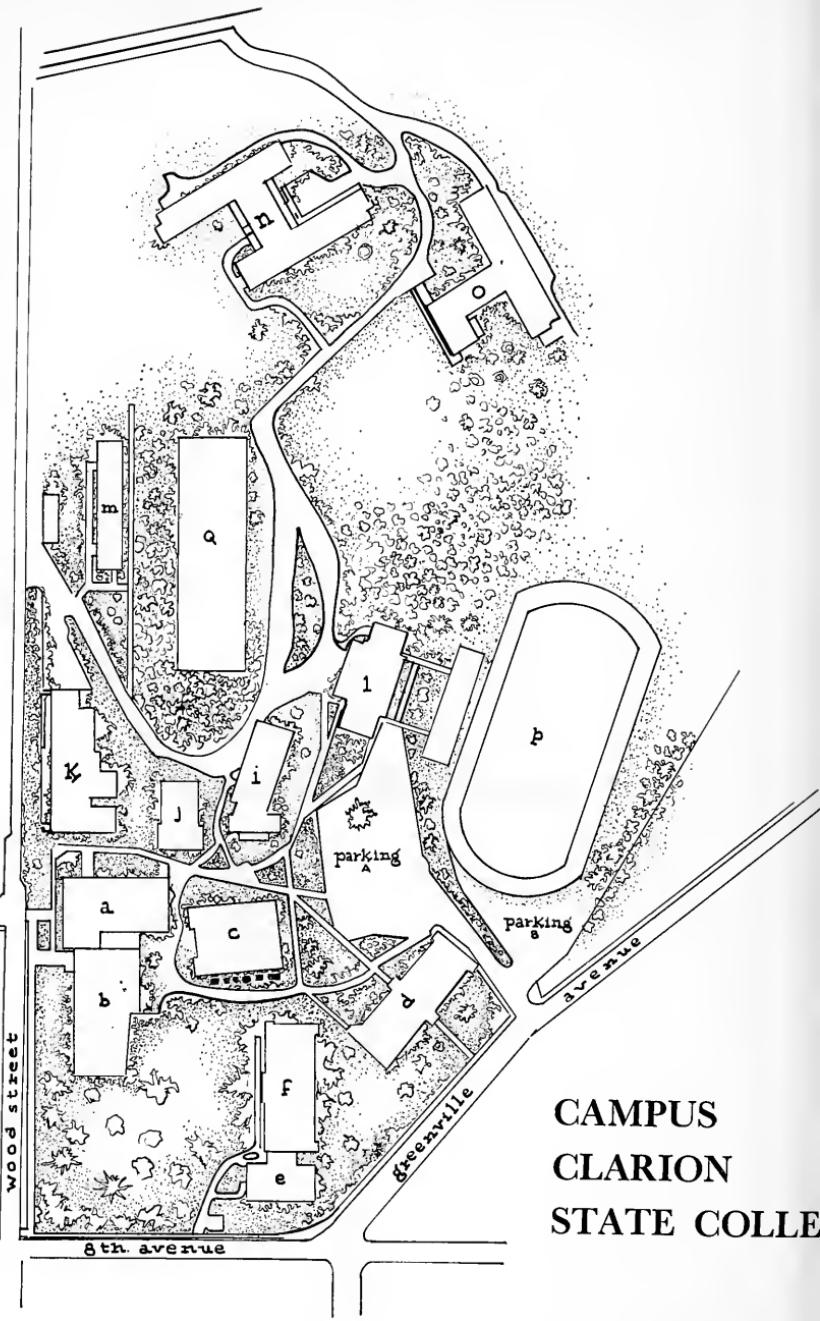
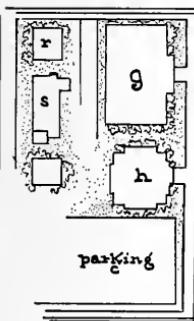


CLARION STATE COLLEGE

RESERVE

- a. Administrative Offices
- b. Library
- c. Seminary Hall
- d. Davis Hall
- e. Special Education Building
- f. Campus Laboratory School
- g. Science Hall — Business Office
- h. Chapel
- i. Egbert Hall
- j. Music Hall
- k. Becht Hall
- l. Harvey Gymnasium — Student Union
- m. Ballentine Hall
- n. Given Hall
- o. New Dormitory
- p. Athletic Field
- q. Tennis Courts
- r. Laundry
- s. Boiler House

 to route 322



**CAMPUS
CLARION
STATE COLLEGE**

Digitized by the Internet Archive
in 2010 with funding from
Lyrasis Members and Sloan Foundation

<http://www.archive.org/details/clarionstatecoll1964clar>

The Clarion

Volume LII

1963

Number 2

Clarion State College

Clarion, Pennsylvania

Member of American Association of Colleges for
Teacher Education

Accredited by Middle States Association of Colleges
and Secondary Schools

National Council for Accreditation of
Teacher Education

The Catalog Number
1963-64

Published by the Board of Trustees

Entered at the post office at Clarion, Pennsylvania, as
second class matter under the Act of August 24, 1912

TABLE OF CONTENTS

	Page
Calendar	3
State Council of Education	5
Board of Trustees	5
Department of Public Instruction	5
Administrative Officers	6
Faculty	7
Student Teaching Centers	15
Purpose of the College	16
Campus and Facilities	18
General Information	20
Student Affairs	21
Financial Assistance	23
Student Activities	30
Fees	36
Scholarship Requirements	42
Admissions	43
Withdrawals	45
Certification	46
Student Teaching	47
Curriculums	49
Areas of Specialization	51
Course Descriptions	69

CALENDAR 1962-1963

PRE-SESSION 1962

Session Begins	Monday, June 4
Session Ends	Friday, June 22

REGULAR SUMMER SESSION 1962

Session Begins	Monday, June 25
Session Ends	Friday, August 3

POST SESSION 1962

Session Begins	Monday, August 6
Session Ends	Friday, August 24

FIRST SEMESTER 1962-63

Registration of Freshmen	Monday, September 10
	Tuesday, September 11
Registration of Upperclassmen	Tuesday, September 11
	Wednesday, September 12
Classes Begin at 8:00 A. M.	Thursday, September 13
Evening Classes Begin	Thursday, September 20
Thanksgiving Recess Begins 5:05 P. M.	Tuesday, November 20
Thanksgiving Recess Ends 8:00 A. M.	Monday, November 26
Christmas Recess Begins at the Close of Classes	Tuesday, December 18
Christmas Recess Ends at 8:00 A. M.	Wednesday, January 2
Evening Classes End	Thursday, January 17
Semester Ends at Noon	Saturday, January 19
Baccalaureate and Commencement	Sunday, January 20

SECOND SEMESTER 1962-63

Registration	Monday, January 28
	Tuesday, January 29
Classes Begin at 8:00 A. M.	Wednesday, January 30
Evening Classes Begin	Thursday, January 31
Easter Recess Begins 5:05 P. M.	Wednesday, April 9
Easter Recess Ends 8:00 A. M.	Tuesday, April 16
Evening Classes End	Thursday, May 16
Alumni Day	Saturday, May 25
Baccalaureate and Commencement	Sunday, May 26

CALENDAR 1963-64

PRE-SESSION 1963

Session Begins	Monday, June 3
Session Ends	Friday, June 21

REGULAR SUMMER SESSION 1963

Session Begins	Monday, June 24
Session Ends	Friday, August 2

POST SESSION 1963

Session Begins	Monday, August 5
Session Ends	Friday, August 23

FIRST SEMESTER 1963-1964

Registration of Freshmen	Monday, September 9 Tuesday, September 10
Registration of Upperclassmen	Wednesday, September 11
Classes Begin at 8:00 A. M.	Thursday, September 12
Evening Classes Begin	Thursday, September 19
Thanksgiving Recess Begins at 5:05 P. M.	Tuesday, November 26
Thanksgiving Recess Ends at 8:00 A. M.	Monday, December 2
Christmas Recess Begins at 5:05 P. M.	Tuesday, December 17
Christmas Recess Ends at 8:00 A. M.	Thursday, January 2
Evening Classes End	Thursday, January 16
Semester Ends at the Close of Classes	Monday, January 20
Baccalaureate and Commencement	Sunday, January 19

SECOND SEMESTER 1963-1964

Registration	Monday, January 27 Tuesday, January 28
Classes Begin at 8:00 A. M.	Wednesday, January 29
Evening Classes Begin	Thursday, January 30
Easter Recess Begins 5:05 P. M.	Wednesday, March 25
Easter Recess Ends 8:00 A. M.	Tuesday, March 31
Evening Classes End	Thursday, May 14
Alumni Day	Saturday, May 23
Baccalaureate and Commencement	Sunday, May 24

**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION**

Charles H. Boehm	Superintendent of Public Instruction
Harold F. Alderfer	Deputy Superintendent
George W. Hoffman	Deputy Superintendent
Neal V. Musmanno	Deputy Superintendent
Ralph E. Swan	Deputy Superintendent

TEACHER EDUCATION AND CERTIFICATION

Catherine Coleman	Director
Joseph F. Meister, Walter R. Williams	Assistant Directors

STATE COUNCIL OF EDUCATION

Charles H. Boehm	President and Chief Executive Officer
Paul R. Anderson	Pittsburgh
Cathleen M. Champlin	Philadelphia
James H. Duckrey	Cheyney
O. H. English	Abington
George E. Hamilton	Meadville
Andrew J. Nowak	Erie
Stephen B. Sweeney	Philadelphia
Harold F. Alderfer, Secretary	

THE BOARD OF TRUSTEES

Clarion State College, Clarion, Pennsylvania

Charles H. Boehm, Ex Officio	Superintendent of Public Instruction
R. R. Whitmer, President	Clarion, Pa.
Helen M. Becker	Clarion, Pa.
Edward J. Crowe	St. Mary's, Pa.
Charles W. Dinger	Reynoldsville, Pa.
Edgar S. Hugus	Knox, Pa.
Francis Henry McCabe	Ford City, Pa.
Keva H. L. Miller	Oil City, Pa.
Michael J. O'Toole	Tionesta, Pa.
Walter L. Smith	Clarion, Pa.

ADMINISTRATIVE OFFICERS

JAMES GEMMELL, Ed.D.
President

JAMES D. MOORE, Ed.M.
Dean of Instruction

DANA S. STILL, Ph.D.
Assistant Dean of Instruction

LOTTIE J. WINGARD
Registrar

WILLIAM J. PAGE, Ed.D.
Director of Student Teaching

WALTER L. HART, M. of F.A.
Director of Admissions

JOSEPH H. SHAW, M.Ed.
Assistant Director of Admissions

DARRELL F. RISHEL, Ed.D.
Dean of Students

FRANK LIGNELLI, M.Ed.
Assistant Dean of Students

JAMES C. KING, Ph.D.
Dean of Men

DARL H. CALLEN
Business Manager

THE FACULTY

- James Gemmell, Ed.D. President
University of Wyoming, B.S.; State University of New York College of Education, Albany, M.S.; New York University, Ed.D.
- Ernest C. Aharrah, M.Ed., Assistant Professor, Demonstration Teacher, Sr. H. S. Science
Clarion State College, B.S.; Pennsylvania State University, M.Ed.
- Mary Kay Banner, M.Ed., Assistant Professor, Demonstration Teacher, Intermediate Grades
Seton Hill College, B.A.; State College, Clarion; University of Pittsburgh, M.Ed.; Additional graduate work at University of Pittsburgh.
- Francis Baptist, M.F.A., Assistant Professor, Art
Wisconsin State College, B.S.; State University of Iowa, M.F.A.; Additional graduate work at Pennsylvania State University.
- Daniel G. Bardarik, Ph.D., Associate Professor, Biological Science
University of Pittsburgh, B.S., M.S., Ph.D.
- Gwendolyn M. Bays, Ph.D., Associate Professor, Foreign Languages
Agnes Scott College, B.A.; Emory University, M.A.; Yale University, Ph.D.; additional graduate study at The University of Paris and The University of Heidelberg.
- Robert A. Bays, Ph.D., Associate Professor, Head of Foreign Language Department
Emory University, B.A.; Yale University, M.A., Ph.D.; additional graduate study at University National de Mexico, University of Heidelberg, and University of Queensland (Australia).
- Stanley A. Belfore, M.S., Assistant Professor, Biological Science
Indiana State College, B.S. in Ed.; University of Pittsburgh, M.S.
- Alpha E. Bernard, Ed.D., Professor, Education, Director of Elementary Curriculum
Graduate, Delta County Normal, Escanaba, Michigan; attended Ferris Institute and Western Michigan College of Education; Northern Michigan College of Education, B.S.; Graduate work at University of Michigan; Indiana University, M.S. in Ed., Ed.D.
- Philip F. Binham, M.A., Visiting Professor, English
Wadham College, Oxford University, B.A., M.A.
- Lloyd S. Bromley, M.Ed., Assistant Professor, Physical Science
Allegheny College, B.S.; University of Pittsburgh, M.Ed.; additional study at Union College, University of Pittsburgh, and Leybold Laboratory, Cologne, Germany.
- James B. Bruno, Ed.D., Professor, Head of Music Department, Head of Division of Fine and Performing Arts
Indiana State College, B.S.; New York University, M.A., Ed.D., Columbia University, M.A.; Additional work at University of Cincinnati and Juilliard School of Music.

- Mary M. Butler, M.L.S., Assistant Professor, Librarian
University of Pittsburgh, B.A.; Carnegie Library School, M.L.S.; Additional study at Carnegie Institute of Technology, Columbia University, and Indiana State College.
- Carl E. Caldwell, M.A., Associate Professor, English, French
Hobart College, A.B.; Middlebury College, M.A.; Additional graduate work, McGill University, the Sorbonne, Middlebury College, University of Rochester.
- Frank M. Campbell, M.A., Assistant Professor, Social Studies
Grove City College, A.B.; Pennsylvania State College, M.A.
- Rena M. Carlson, M.A.L.S., Associate Professor, Head Librarian
Greenville College, A.B.; Carnegie Institute of Technology, B.S.L.S.; Graduate work at University of Southern California; University of Michigan, M.A.L.S.
- Martha Carnahan, B.A., Instructor, Librarian
Goucher College, B.A.; Graduate work at the University of West Virginia.
- Thomas A. Carnahan, M.Ed., Associate Professor, Mathematics, Physical Science
Grove City College, B.S.; Pennsylvania State College, M.Ed.; Additional graduate work at University of Southern California, University of Pittsburgh.
- Robert H. Copeland, M.A., Assistant Professor, Speech
University of Wichita, B.A.; University of Denver, M.A.; Additional work at University of Mexico City, Director's Studio of New York City, Long Beach State.
- Peggy S. Curry, B.S., Demonstration Teacher, Kindergarten
Indiana State College, B.S. in Ed.
- Dorothy L. DeBoer, M.A., Associate Professor, Education
DePaul University, B.A., M.A.; additional graduate work, Northwestern University.
- Harry A. Dennis, M.S., Assistant Professor, Mathematics
Missouri Valley College; University of Missouri, B.S. in Ed.; University of Denver, M.A. in Mathematics. Additional graduate work at University of Colorado.
- Bruce H. Dinsmore, Ph.D., Professor, Biological Science
Indiana State College, B.S.; Columbia University, M.A.; University of Pittsburgh, M.S., Ph.D.
- James A. Donachy, M.S., Assistant Professor, Biological Science
Clarion State College, B.S.; Ohio University, M.S.; Additional graduate work at Pennsylvania State University.
- Edward G. Duffy, M.A., Assistant Professor, Social Studies
Pennsylvania State University, B.A., M.A.; Additional graduate work at Pennsylvania State University.
- Charles R. Flack, M.A., Associate Professor, Head of Library Science Department
Library School, University of Wisconsin; University of Alberta, B.A.; University of Illinois, B.L.S., M.A.; Graduate study at University of Illinois, University of Chicago.

- Ray K. Giering, M.Ed., Assistant Professor, Education
Clarion State College, B.S.; Pennsylvania State University, M.Ed.
- S. Robert Greenberg, M.A., Instructor, English
University of Connecticut, B.A.; Michigan State University, M.A.
- Edward S. Grejda, M.Litt., Assistant Professor, English
Clarion State College, B.S.; University of Pittsburgh, M.Litt.
- Walter L. Hart, M. of F.A., Associate Professor, Director of Admissions
Grove City College, B.M.; Carnegie Institute of Technology, M. of F.A.;
Additional graduate work at St. Bonaventure College, University of Pittsburgh,
New York University.
- Norman B. Humphrey, M.S., Associate Professor, Geography
Slippery Rock State College, B.S.; Florida State University, M.S.; Additional
Graduate work, Pennsylvania State University.
- Roxana Irwin, M.S. in Ed., Assistant Professor, Demonstration Teacher,
Intermediate Grades
Clarion State College, B.S.; Westminster College, M.S. in Ed.
- Ernest W. Johnson, M.Ed., Associate Professor, Education
Clarion State College, B.S.; University of Pittsburgh, M.Ed.
- Margery Lu Johnson, B.S., Instructor, Assistant Librarian (Part-time)
Geneva College; Clarion State College, B.S.
- John A. Joy., M.Ed., Assistant Professor, Health and Physical Education
Slippery Rock State College, B.S.; University of Pittsburgh, M.Ed.
- William J. Karl, M.A., Assistant Professor, English
Michigan State University; Clarion State College, B.S.; Columbia University, M.A.
- Eugene F. Kaucki, M.A., Assistant Professor, Social Studies
University of Toledo, B.A.; University of Michigan, M.A.; Additional
graduate work at University of Chicago.
- Norman G. Keig, Ph.D., Professor, Economics
Ohio University, B.S.; University of Michigan, M.A.; Ohio State University, Ph.D.
- Clifford M. Keth, M.Ed., Assistant Professor, Physical Science
Clarion State College, B.S.; Pennsylvania State University, M.Ed.
- James C. King, Ph.D., Professor, Social Studies, Dean of Men
Northeastern (Oklahoma) State College, B.A.; University of Utah, Ph.D.
- Joseph J. Knowles, M.Ed., Associate Professor, Health and Physical Education
Waynesburg College, B.S.; University of Pittsburgh, M.Ed.; Additional
graduate work at Pennsylvania State University.
- Helen Knuth, Ph.D., Professor, Social Studies
University of Dubuque, A.B.; Northwestern University, M.A., Ph.D.
- Ray H. Kuipers, Ed.D., Professor, Director of Audio-Visual Education
Wayne University, B.S., M.Ed., Ed.D.
- Anthony Lazzaro, M.Ed., Assistant Professor, Physical Science
California State College, B.S.; University of North Carolina, M.Ed.; Additional
graduate work at the University of Pittsburgh.

- George R. Lewis, Ed.D., Professor, Head of Mathematics Department
East Stroudsburg State College, B.S.; University of Pittsburgh, M.Litt.;
Graduate work at Bucknell University; Pennsylvania State University,
Ed.D.
- Jerome Liebman, M.A., Assistant Professor, Speech and Audiology,
Director of Speech Clinic
Brooklyn College, B.A.; Brooklyn College, M.A.; Additional work at
Columbia University and New York University.
- Frank Lignelli, M.Ed., Associate Professor, Safety Education, Assistant
Dean of Students
Clarion State College, B.S.; University of Pittsburgh, M.Ed.; Additional
work at Pennsylvania State University.
- Robert B. Lorenz, Ed.M., Assistant Professor, Audio-Visual Education
Millersville State College, B.S.; Syracuse University, Ed.M.
- William M. McDonald, M.A., Assistant Professor, Music
Indiana State College, B.S.; New York University, M.A.
- Nancy S. McKee, M.L.S., Assistant Professor, Librarian
Wilson College, A.B.; Carnegie Institute of Technology, M.L.S.
- Stanley F. Michalski, Jr., M.Ed., Assistant Professor, Music
Pennsylvania State University, B.S., M.Ed.; Additional work at Wyoming
Seminary.
- Lester D. Moody, Ph.D., Professor, Head of English Department
Washington State University, B.A.; University of Washington, M.A., Ph.D.
- Eleanor D. Moore, M.S.L.S., Associate Professor, Librarian
Clarion State College, B.S.; Additional work at Allegheny College; Uni-
versity of Pittsburgh, M.Ed.; School of Library Service, Columbia Uni-
versity, M.S.L.S.
- James D. Moore, Ed.M., Assistant Professor, Dean of Instruction
Muskingum College, A.B.; University of Pittsburgh, Ed.M.
- John N. Moorhouse, M.Ed., Assistant Professor, Education
California State College, B.S.; University of Pittsburgh, M.Ed.; Additional
graduate study at University of Pittsburgh.
- Russell L. V. Morgan, Ed.D., Professor, Administrative Head of the
Venango Campus
Slippery Rock State College, B.S.; University of Pittsburgh, M.Ed., Ed.D.
- Elbert R. Moses, Jr., Ph.D., Professor, Head of Speech Department
University of Pittsburgh, A.B.; University of Michigan, M.S., Ph.D.; Ad-
ditional graduate work at Eastern Illinois State University, Northwestern
University School of Speech; Attended The Pittsburgh School of Speech,
Wooster College, Oberlin College, Ohio State University.
- Max A. Nemmer, Ph.D., Associate Professor, English
University of Pittsburgh, B.S. in Ed., M.A., Ph.D.
- Lester C. Oakes, M.S., Associate Professor, Geography
Teachers College of Connecticut, B.Ed.; New York University, M.A.;
Union College, Schenectady, N.Y., M.S.; Teachers College, Columbia
University, Professional Diploma.

Galen L. Ober, M.Ed., Assistant Professor, Physical Science

Indiana State College, B.S.; University of Pittsburgh, M.Ed.; Additional graduate work at University of Wisconsin; Oregon State.

William J. Page, Ed.D., Professor, Director of Student Teaching and Placement

Fredonia State Teachers College; Temple University, B.S.; M.Ed.; Ed.D.

Hugh Winston Park, Ph.D., Professor, English

Hiram College, B.A.; Western Reserve University, M.A.; University of Utah, Ph.D.

Charles G. Pearce, M.Ed., Assistant Professor, Art

Indiana State College, B.S.; Pennsylvania State University, M.Ed.

Donald D. Peirce, Ph.D., Professor, Head of Division of Science

Oberlin College, A.B.; Attended Clarion State Normal School; Graduate work at University of Pittsburgh, Pennsylvania State University, University of Illinois, M.A., Ph.D.

Virginia M. Pemberton, M.A., Assistant Professor, Demonstration Teacher, Primary Grades

Fredonia State Teachers College, Hofstra College, New York University, B.S., M.A.; Additional graduate work at New York University, University of Washington, Pennsylvania State University.

Lawrence L. Penny, Ed.D., Professor, Psychology and Reading, Psychological Counseling

Oklahoma State University, B.S. in Ed., M.S.; Kansas University, Ed.D.; Additional graduate work at Pennsylvania State University.

Glenn B. Phipps, M.Ed., Assistant Professor, Speech

College of Emporia, A.B.; University of Pittsburgh, M.Ed.; Additional work at Drew University, University of Missouri, Northwest Missouri State College, and Pennsylvania State University.

Morrell B. Pratt, M.Ed., Associate Professor, Spanish (Part-time)

Westminster College, B.A.; Pennsylvania State University, M.Ed.

Donald R. Predmore, Ph.D., Professor, Biological Science, Education

Miami University; University of Pittsburgh, B.S., M.A., Ph.D.; Additional graduate work at University of Colorado, University of Southern California, Columbia University, University of Miami.

Eugene L. Rhoads, M.S. in Ed., Assistant Professor, Mathematics

Clarion State College, B.S.; University of Pennsylvania, M.S. in Ed.; Additional graduate work, University of Chicago.

Darrell F. Rishel, D.Ed., Assistant Professor, Dean of Students

The Pennsylvania State University, B.S., M.Ed., D.Ed.

Jack K. Roadman, M.Ed., Assistant Professor, Physical Science

California State College, B.S. in Ed.; University of Pittsburgh, M.Ed.; Additional graduate work at the University of Pittsburgh.

- Charles W. Robbe, M.A., Assistant Professor, Social Studies
University of Iowa, University of Illinois, B.S.; Seminars — The University of Birmingham, England; University of Leyden, Holland; University of Paris, France; Chatelard School, Montreux, Switzerland; The University of Vermont, M.A.; Additional Graduate Research, University of California, University of Texas, Harvard University.
- Edward Roncone, B.A., Assistant Professor, Music
Carnegie Institute of Technology, B.A.; Additional work at Carnegie Institute of Technology; Berkshire Music Center.
- Elizabeth A. Rupert, B.S., Instructor, Librarian
Clarion State College, B.S.; Graduate work at Syracuse University.
- Eugene A. Seelye, M.A., Assistant Professor, Art
Indiana State College, B.S.; Columbia University, M.A.
- Paul L. Shank, Ph.D., Professor, Physical Science
Bethany College, B.S.; Graduate work, University of West Virginia; University of Pittsburgh, M.Ed., Ph.D.
- Joseph H. Shaw, M.Ed., Assistant Professor, Mathematics; Assistant Director of Admissions
Clarion State College, B.S. in Ed.; Pennsylvania State University, M.Ed.
- Norris M. Shea, M.A., Assistant Professor, English
Gannon College, B.A.; Western Reserve University, M.A.
- Wilma Sherwin, Ph.D., Associate Professor, English
Western Illinois University, B.S., M.S.; University of Illinois, Ph.D.
- James D. Shofestall, M.Ed., Assistant Professor, Physical Science
Clarion State College, B.S.; University of Pittsburgh, M.Ed.
- Charles J. Shontz, Ph.D., Professor, Head of Biological Science
Indiana State College, B.S.; University of Pittsburgh, M.S., Ph.D.; Additional graduate work, University of Minnesota.
- Betty Simpson, B.S., Instructor, Health and Physical Education
West Chester State College, B.S. in Health and Physical Education.
- Richard C. Skinner, M.Ed., Associate Professor, Education, Head of Department of Education
West Illinois State Teachers College, B.Ed.; Northwestern University, M.A.; University of Illinois, M.Ed.; Additional graduate work at University of Illinois.
- Betty R. Slater, M.Ed., Associate Professor, Education
Buffalo State College, B.S. in Ed.; University of Buffalo, M.Ed.; additional graduate work, University of Buffalo.
- Joseph R. Spence, M.Ed., Assistant Professor, Head of Art Department
Edinboro State College, B.S.; Pennsylvania State University, M.Ed.; Additional graduate work, Syracuse University.
- Vetold W. Sporny, M.S., Assistant Professor, Music
Duquesne University, B.S., M.S.; Additional graduate work at Duquesne University.
- Martha Stewart, M.Ed., Associate Professor, Librarian
Northwestern University, B.A.; Carnegie Institute of Technology, B.S. in L.S.; University of Pittsburgh, M.Ed.

- Dana S. Still, Ph.D., Professor, Assistant Dean of Instruction
Ohio State University, B.S., M.A.; University of Pittsburgh, Ph.D.
- Richard M. Summerville, M.A., Assistant Professor, Mathematics
Clarion State College, B.S.: Kent State University, M.A.
- Imogene Sumner, M.A., Assistant Professor, Social Studies
Coe College, B.A.: University of Chicago, M.A.: Additional graduate work at University of Chicago.
- Franklin S. Takei, M.A., Assistant Professor, Philosophy
University of Hawaii, A.B.; Fuller Theological Seminary, B.D.: University of Hawaii, M.A.: Additional graduate work at Pennsylvania State University.
- Wilma L. Tener, M.S. in Ed., Instructor, Assistant Dean of Students
Bethany College, A.B.; Indiana University, M.S. in Ed.
- Waldo S. Tippin, M.A., Assistant Professor, Education, Director of Athletics
Attended Kansas State College; Geneva College, B.S.: Graduate work University of Michigan, Columbia University, M.A.: University of Pittsburgh.
- Jay Van Bruggen, M.A., Assistant Professor, Social Studies
Calvin College, B.A.: State University of Iowa, M.A.: Additional graduate work at Michigan State University, University of Nebraska.
- Kenneth J. Vayda, M.Ed., Associate Professor, Director, Special Education Curriculum
Lock Haven State College, B.S. in Ed.; Pennsylvania State University, B.S., M.Ed.
- Leona F. Woskowiak, M.M.Ed., Assistant Professor, Music
Duquesne University, B.S., M.M.Ed.: additional graduate work at Duquesne University.
- Margaret J. Wiant, M.Litt., Associate Professor, Geography
Graduate of Clarion State Normal School; Clarion State College, B.S.: University of Pittsburgh, M.Litt.: Graduate work at University of Washington, Duke University, University of Colorado, Pennsylvania State University.
- Pauline M. Wiberg, B.S., Instructor, Demonstration Teacher, Primary Grades
Clarion State College, B.S.
- Samuel A. Wilhelm, Ph.D., Professor, Head of Social Science Department
Clarion State College, B.S.: University of Pittsburgh, M.Litt., Ph.D.: Graduate work University of Wisconsin and Harvard University.
- George F. Wollaston, M.Ed., Instructor, Physical Science
Clarion State College, B.S.; Pennsylvania State University, M.Ed.: Additional graduate work at Case Institute of Technology.
- Gloria A. Yough, M.S., Assistant Professor, Health and Physical Education
University of Michigan, B.S., M.S.
- Paul G. Chandler, Ph.D., (President emeritus)
Kentucky Wesleyan, B.A.; Columbia University, M.A., Ph. D.

Charles F. Becker, M.A. (emeritus)

Mt. Union College, Ph.B.; Teachers College, Columbia University, M.A.; Additional graduate work at Columbia; Pennsylvania State University; University of Pittsburgh.

Evelyn J. Strohecker, M.A. (emeritus)

Susquehanna University, B.S.; Columbia University, M.A.; Additional graduate work Columbia University.

Hazel Sandford, M.A. (emeritus)

Graduate, State Normal School, Fredonia, N.Y.; Cornell University, B.S.; Graduate work, Teachers College, Columbia University; New York School of Fine Arts; New York University, M.A.; Thurn School of Modern Art; Carnegie Institute of Technology; University of Pittsburgh; Study in Europe.

Bertha V. Nair, M.A. (emeritus)

Westminster College, A.B.; University of Pittsburgh, M.A.; Additional graduate work, Harvard University; University of Wisconsin.

Harry S. Manson, M.A. (emeritus)

Graduate of Clarion State Normal School; Attended Pennsylvania State University; Grove City College, B.S., M.A.; Additional graduate work, Cornell University; Teachers College, Columbia University; University of Pittsburgh; University of Southern California.

Margaret A. Boyd, M.A. (emeritus)

Graduate, two-year course, Bethany College; University of Pittsburgh, A.B., M.A.; Additional graduate work at University of Wisconsin; Oxford University, Oxford, England; University of California; Columbia University.

Marie Marwick, M.A. (emeritus)

Michigan State Normal College, B.Pd.; University of Arizona, A.B.; Columbia University, M.A.; Additional graduate work, University of Pittsburgh; University of California.

C. A. Kuhner, M.S. (emeritus)

Ohio University, B.S.; University of Wisconsin, M.S.; Additional graduate work at University of Chicago; University of Pittsburgh.

Martha T. Riley, M.A. (emeritus)

Graduate, Farmville State Normal School; George Washington University, B.A.; Columbia University, M.A.; Additional graduate work, Cornell University; Harvard University, University of Virginia.

Mildred E. Gamble, M.A. (emeritus)

Graduate, Indiana State Normal School; University of Pittsburgh, A.B.; Teachers College, Columbia University, M.A.

Helen M. Becker, M.A. (emeritus)

Graduate, Clarion State Normal School; University of Pittsburgh, B.S.; Teachers College, Columbia University, M.A.; Library Science, Clarion State College.

Grace Pryor, M.Ed. (emeritus)

Clarion State College, B.S.; University of Pittsburgh, M.Ed.; Additional graduate work at Duke University, University of Pittsburgh, Westminster College, Bucknell University, Pennsylvania State University.

PUBLIC SCHOOL STUDENT TEACHING CENTERS

Allegheny-Clarion Valley Joint Schools, Emlenton, Pa.
Brockway-Snyder-Washington Joint Schools, Brockway, Pa.
Brookville Area Joint Schools, Brookville, Pa.
Butler Area Joint Schools, Butler, Pennsylvania
Clarion Joint Schools, Clarion, Pennsylvania
Clarion-Limestone Joint Schools, Strattanville, Pa.
Clearfield Area Schools, Clearfield, Pennsylvania
Cranberry Area Schools, Seneca, Pennsylvania
Curwensville Joint Schools, Curwensville, Pennsylvania
Dayton Joint Schools, Dayton, Pennsylvania
DuBois Area Joint Schools, DuBois, Pennsylvania
East Brady Area Schools, East Brady, Pennsylvania
East Forest Joint Schools, Marienville, Pennsylvania
Ford City Union Schools, Ford City, Pennsylvania
Freeport Area Joint Schools, Freeport, Pennsylvania
Grove City Joint Consolidated Schools, Grove City, Pa.
Johnsonburg Area Joint Schools, Johnsonburg, Pennsylvania
Kane Area Joint Schools, Kane, Pennsylvania
Keystone Joint Schools, Knox, Pennsylvania
Kittanning Area Secondary Schools, Kittanning, Pennsylvania
New Kensington City Schools, New Kensington, Pennsylvania
North Clarion County Joint Schools, Leeper, Pennsylvania
Oil City Area Schools, Oil City, Pennsylvania
Punxsutawney Area Joint Schools, Punxsutawney, Pa.
Redbank Valley Joint Schools, New Bethlehem, Pa.
Reynoldsville-Sykesville Area Schools, Reynoldsville, Pennsylvania
Ridgway Area Joint Schools, Ridgway, Pennsylvania
St. Marys Area Joint Schools, St. Marys, Pennsylvania
Tarentum Borough Schools, Tarentum, Pennsylvania
Union Joint Schools, Ringersburg, Pennsylvania
Warren Borough Schools, Warren, Pennsylvania
West Deer Township Schools, R. D. 1, Cheswick, Pennsylvania
West Forest Joint Schools, Tionesta, Pennsylvania

PURPOSE OF THE COLLEGE

Clarion State College is officially maintained for the education and preparation of teachers for the public schools of Pennsylvania. It has been approved for education in the arts and sciences.

Four curricula of specialized type are offered in professional education: library science; elementary education; secondary education; and special education.

Teacher preparation requires a program through which college graduates come to perform the offices of private person and public teacher in accord with qualities of good citizenship.

Therefore, each curriculum includes required studies in English expression, social studies, literature, fine arts, and science, all of which express our social heritage and convey customs and practices of a democratic kind.

Professional preparation in each curriculum is based upon adequate mastery of subject matter to give proficiency in teaching and upon adequate knowledge of psychology and philosophy to enable teachers to interest and instruct pupils.

Special Objectives:

1. To develop an understanding and appreciation of American democracy and the function of the public school in a democratic society.
2. To develop respect for the rights, responsibilities, and welfare of others.
3. To emphasize the moral, spiritual, and aesthetic values which will strengthen the individual in his personal and professional life.
4. To guide students so as to encourage them to enter the profession and continue in it.
5. To promote an understanding of children and youth in relation to their individual differences, the nature of the learning process, developmental behavior, and the interaction of the individual with the group.
6. To ensure the student's ability to read, write, and speak effectively.
7. To promote use of reflective thinking in problem solving.
8. To ensure that the student is capable of developing the scope and sequence of the courses of study within his areas of certification.
9. To provide college classroom instruction which is designed to help prospective teachers develop methodology for their own classrooms.
10. To encourage students to practice recreational activities, both physical and mental, for wholesome enjoyment of leisure time now and in later life.



Seminary Hall

THE CAMPUS AND FACILITIES

Campus

The main campus of the Clarion State College occupies twenty-five acres. An additional thirty-one acre plot has been purchased for the development of a new athletic and recreational area. The grounds have been laid out with care and furnish a beautiful setting for the college plant. The wide lawns with their beautiful shade trees and flowering shrubs give the College a pleasant appearance and provide attractive surroundings for study.

Seminary Hall, the oldest building on campus, houses the main offices of the Music, English, Speech, and Mathematics Departments. It also has practice rooms, rehearsal areas, and classrooms.

Music Hall is now a classroom and office building with the President's home on the second floor.

Science Hall contains the Physical Science and Geography Departments, classrooms, laboratories, and offices.

The Chapel, an attractive stone building with a seating capacity of five hundred, is used for college assemblies, concerts, and dramatic presentations.

The Administration and Library Building is a new structure facing Wood Street from the front campus. The west wing is occupied by the Library, the Library Science Department, and classrooms. The second wing houses all the college administrative and business offices. The college book store and the post office are in the basement of the administrative wing.

The A. J. Davis Education Building was named for A. J. Davis, president of the college from its beginning in 1887 to 1902. It is modern in design and well-equipped. In it are located the Art, Biology and Health Departments, and classrooms. The office of the College nurse and campus television facilities are located on the first floor of this building.

Thaddeus Stevens Laboratory School was named for Thaddeus Stevens, the father of the Pennsylvania Public School Law passed in 1834. This building contains accommodations for the first six grades of the public school and a large, well-equipped kindergarten. This school is used for demonstration purposes, directed observation and student teaching by prospective elementary teachers.

The Special Education Building is a new wing on the west end of Thaddeus Stevens Laboratory School facing Eighth Avenue. The structure houses five classrooms, a hearing and speech clinic, a psychological clinic, and a thirty-station language laboratory.

The Harvey Gymnasium was named for Frank Laird Harvey, a Trustee of the College from 1911 to 1932. The building is provided with gymnastic equipment of various kinds, recreation rooms, and offices. The Student Union is located on the ground floor of this building.

A modern athletic field has been constructed on the south side of the campus. It contains a football field, baseball diamond, track, field for hockey and soccer, and space for archery. On top of the hill is a large, new athletic field for intramural games. Leading from the top of the hill across the athletic field is a toboggan slide and skiing runway. There are also six tennis courts constructed of concrete and surfaced with asphalt.

Venango Campus Building is the Clarion State College facility in Oil City, Pennsylvania. An attractive, modern structure donated by the citizens of the Venango community, it has classrooms, laboratories, a library, a recreation room, and college offices. It is located on a sixty-acre wooded area on West Front Street overlooking the Allegheny River.

The Library, located in the new Library-Administration Building, has space for 100,000 volumes. At present the library has 46,000 volumes, and 350 current periodicals; many periodicals are bound or are on microfilm, forming part of the reference collection. The new building also houses a Curriculum Library and Library Science classrooms and offices. The colorful new library, with its provision for individual study and reading, should be attractive to students and faculty.

An elementary school library in the Thaddeus Stevens Laboratory School serves children, teachers, and student teachers. A library is also located on the Venango Campus.

Speech and Hearing Clinic. New equipment for use in the enlarged speech curriculum has been purchased and is installed.

Science Laboratories for physical sciences are located in Science Hall, and for biological sciences in Davis Hall. Each is well equipped with new, modern apparatus and other facilities for adequately teaching biology, nature study, zoology, botany, physics, and chemistry.

RESIDENCE HALLS

Becht Hall, residence for young women, was named for J. George Becht who was president of the College from 1904 to 1912. The college dining hall is located in this building.

Lorena Given Hall, dormitory for young women, was named for Lorena M. Given who taught at the College from 1893 to 1919.

Egbert Hall, residence for young men, was named for Professor Walter R. Egbert, who was teacher and dean of men at the College from 1887 to 1920.

Ballantine Hall, residence for young men, was named for Professor John Ballantine, who was a teacher and at various times acting president at the College from 1887 to 1920.

Ground has been broken for another residence hall for two hundred women. The structure is scheduled for completion during the 1962-63 academic year.

GENERAL INFORMATION

The Summer Session

The Summer Session is maintained for the benefit of regular college students as well as for teachers in service. By taking advantage of the summer sessions, teachers can secure the professional training needed to meet the requirements for standard certification. Advanced courses are offered in the summer session for the benefit of teachers who desire to secure credits toward a degree in education or for permanent certification. Workshops are being added for those interested in special problems in education. Library Science certification may be added in three summers and Highway Safety in one summer.

Because of its location and environment, Clarion makes a strong appeal to those who desire to combine work with recreation during the summer. The mountain location provides a pleasant summer climate.

The Regular Summer Session of 1963 will open on June 24 and close on August 2. The Pre-summer session will be three weeks, from June 3 to June 21. The Post-session extends three weeks from August 5 to August 23.

Accelerated Program

Students who take three summer terms of twelve weeks each, may finish the four-year course in three years.

Evening Classes

Thursday night classes are organized each semester for the convenience of the teachers of this area. Work done in these courses gives customary college credit and may be offered toward a degree. A teacher may take two courses of three semester hours each semester or a total of six credits each semester. Such courses are also open to resident students.

Pennsylvania Regional Audio-Visual Library

Clarion State College serves as a distributing center for visual aids and equipment of the Pennsylvania Regional Audio-Visual Library.

Films, filmstrips, and other sensory aids held in this library contribute valuable resource material for the enrichment of courses of study in vocational and secondary education. Special fields in which materials are available include Vocational Agriculture, Vocational Homemaking, Vocational Trade-Industrial Education and Vocational Guidance.

Materials and projection equipment may be rented by schools in the service area.

Uniforms for Physical Education Class

The College requires a regulation uniform for all men and women taking physical education. These suits may be purchased only at the College book store by arrangement with the physical education department. Therefore, students may save themselves unnecessary expense by waiting until they are informed about suits before buying them elsewhere, as other uniforms will not be acceptable.

Guests At the Dormitories

Arrangements for room guests in the dormitories must be approved by the Dean of Women or the Dean of Men. The guest rate is \$1.00 per night, plus tax.

Guest rates in the College dining room, payable to the dietitian, are as follows: breakfast, 50 cents; lunch, 75 cents; dinner, \$1.00. The sales tax will be added to these prices at the current rates.

STUDENT AFFAIRS

Clarion provides not only for the academic training of young men and women, but also for their all-around development as mature, self-confident, socially competent individuals. All campus facilities, including residence halls, dining rooms, social centers, and other places where students meet and live, are organized and used as means for helping students toward cooperative, democratic living.

To help ensure this development, certain student personnel services are provided. These services enable those enrolled at Clarion to perform more adequately as students and to derive maximum benefit from the academic, cultural, social, and recreational opportunities offered by the campus environment. In addition, every administrative or teaching member of the faculty is charged with the responsibility of assisting students to make a wholesome adjustment to college life.

Student activities represent an important phase of student-faculty association and of social and recreational experience. Campus organizations provide a program in which each student may engage, according to his individual interests, in activities which meet his own needs and desires.

Clarion students have a voice in forming and administering college policies by serving with the faculty on many standing committees. Through student government, students exercise direct control over many phases of student life.

STUDENT PERSONNEL SERVICES

Counseling and Guidance Services

In order to assist each student in the achievement of maximum academic and personal development, a continuous program of guidance services is provided. This program begins with the process of admission and pre-college counseling. Through tests of scholastic aptitude, interviews, and careful review of high school records and references, the college selects those students who, in its opinion, can benefit from the types of programs offered at Clarion. Following admission, a continuing correspondence is maintained in order to prepare the individual for the initial adjustments which will be required.

After admission, an organized program of orientation, testing, and counseling is made available to each student. Entering freshmen are required to complete a series of tests, the results of which are used by their advisers in academic counseling. Special remedial services in reading and study habits are provided when deficiencies are indicated in these areas by initial testing.

Shortly after the student enters the college, he is assigned to a faculty member who will act as his adviser during his freshman year. When the student makes a definite selection of a field of concentration, a member of the department he chooses will become his adviser.

Each student should consult with his adviser as often as is necessary to be assured that he is meeting the graduation requirements and at such other times as he feels the need of counseling services. In addition, he should check with the Dean of Instruction during the junior and senior years in order to be assured that he will meet degree requirements by the time he expects to graduate.

In order to determine the student's progress and to ensure adequate continuing advisement, the college administers such standardized tests as are deemed advisable during the second semester of the sophomore year. At this time a careful review of test results, as well as the over-all record of achievement of each student, is made by a committee of selected faculty members.

The college may also administer a recognized terminal test just prior to graduation in order to measure the relative academic success of each student as well as the effectiveness of the instructional program of the college.

At all times, the student is free to seek advice from any faculty member to whom he may wish to go for help. Special counseling services are available for all students through the Office of the Dean of Students. The student is free to seek help with any type of problem — academic, vocational, personal, social, or financial.

FINANCIAL ASSISTANCE

Scholarships

State Scholarships. Holders of the State Scholarships may attend Clarion. These scholarships are obtained by taking competitive examinations in the senior year in high school. The examinations are administered by County Superintendents of Schools.

H. W. Colegrove Scholarship Awards. A trust fund established at the First National Bank of Port Allegany by Mr. H. W. Colegrove provides for scholarships of \$100 each per year to be awarded to students from McKean County (Port Allegany section).

H. W. Colegrove Scholarship Loan Fund Trust. The will of Mr. Colegrove provides that the First National Bank of Port Allegany may make loans from his trust fund up to \$200 in any one year, and not more than \$500 to any one student, at the rate of 2% interest per annum while the borrower is attending school and 4% per annum after leaving school.

Elvira C. Moyer Scholarship Fund. A scholarship of \$130 a year established by Anna B. Lilly will be awarded annually to a student of the college selected by ballot by the teachers of the college.

Hannah Kent Schoff Memorial Scholarship. The Pennsylvania Congress of Parents and Teachers, through the Hannah Kent Schoff Memorial Scholarship Fund, is presenting 2 four-year scholarships valued at \$150 each per year or a four-year value of \$600 to each of the 14 State Colleges in Pennsylvania each year beginning September 1959. The Scholarship Committee of each State College will select the candidate for the scholarship assigned to its college upon the basis of ability, achievement, citizenship, need and interests in preparing for the teaching profession. Those wishing to apply for the scholarship must already be accepted by the college. Scholarship applications must be made before March 1.

Mary Corbett Dixon Scholarship Fund. This fund is established for a ten-year period by Donald Corbett Dixon in memory of his mother, who was graduated from Clarion State College in 1903. A grant of \$200 each year will be paid the girl graduate of a Clarion County High School selected by the administration of the college. Criteria for selection are scholarship, need and citizenship. Application must be made before May 1 of each year.

Oil City Lions Club Scholarship. This is an annual scholarship fund of \$250 available to a selected student from any Oil City high school or the Cranberry Area High School for use at the Venango Campus of Clarion State College. Details concerning application may be obtained from high school guidance counselors or from the Secretary of the Oil City Lions Club.

Oil City Adelphoi Club Scholarship. This is an annual scholarship of \$250 available to a selected student from any Oil City high school entering the Venango Campus of Clarion State College. Details concerning application may be obtained from high school guidance counselors or from the Secretary of the Adelphoi Club of Oil City.

Loans

National Defense Student Loan Program. The National Defense Student Loan Program was authorized by the enactment of Public Law 85-864, the National Defense Education Act of 1958.

A borrower must be a full-time student in need of funds and must be capable of maintaining good academic standing. Special consideration is given students with superior academic background who desire to teach in elementary or secondary schools, or whose academic background indicates a superior capacity in science, mathematics, engineering or a modern foreign language.

A student may borrow for college expenses in one academic year a sum not exceeding \$1000 and during his entire course in higher education, a sum not exceeding \$5000. The borrower must sign a note for his loan. Repayment of the loan is to be completed within a 10-year period, this period to begin one year after the borrower ceases to be a full-time student. No interest on the student loan may accrue prior to the beginning of the repayment schedule, and interest thereafter is to be paid at the rate of three per cent per year. The borrower's obligation to repay his loan is to be cancelled in the event of his death or permanent and total disability. The act further provides that up to 50 per cent of the loan (plus interest) may be cancelled if the borrower becomes a full-time teacher in a public elementary or secondary school. The cancellation of the loan is to be at the rate of 10 per cent per year up to five years. Applications from entering freshmen should be submitted to the Director of Admissions. Second semester freshmen and upperclassmen should apply to the Dean of Students.

National Defense Education Act funds of \$89,164.21 were available for the 1961-62 school year. Ten per cent of this amount (\$8,916.42) was raised by gifts, as a base for the NDEA grant.

Alumni and friends of the college have been most generous in their support of this project. The fifty year class of 1960 contributed one thousand dollars to this fund, making available ten thousand dollars in financial aid. The fifty year class of 1961 contributed one thousand one hundred five dollars, and many other organizations and individuals contributed from one hundred to five hundred dollars. In each case the sum contributed was multiplied ten times and the resulting sum was then available to students who need loans.

Organizations and individuals making contributions of one hundred dollars or more are listed below.

Organizations

Automatic Canteen Co.	\$ 100.00
Clarion Kiwanis Club	330.00
Clarion Lions Club	100.00
Clarion Rotary Club	100.00
Coca-Cola Bottling Co.	100.00
First National Bank	500.00
Loyal Order of the Moose	100.00
New Bethlehem Bank Foundation	200.00
Welcome Wagon Club	100.00
West Forest P.T.A.	100.00
Women of the Moose	100.00
Worthington Lions Club	100.00

Graduating Classes

Clarion State College (Fifty Year 1960)	1,000.00
Clarion State College (Fifty Year 1961)	1,105.00

Individuals

Mr. Eccles - Eccles Nursery	100.00
Mr. John Garneau - Garneau Smorgasbords	100.00
Miss Helen Geary	100.00
N. A. Rea Memorial Fund	500.00
Mrs. N. A. Rea	
Mr. and Mrs. William Rea	
Mr. and Mrs. Don Stroupe	
Mr. Henry Rodgers - Rodgers Barbershop	100.00
Ruth and Vernon Taylor Foundation	290.00
Anonymous	600.00

Funds for Worthy Students. The Alumni Association is sponsoring a permanent fund to be known as the Clarion State College Student Loan Fund. It has empowered the First Seneca Bank and Trust Company of Clarion to place this fund on interest and to make loans from it according to recommendations by a committee, consisting of the Chairman of the Board of Trustees, the President of the College, some other member of the faculty, and two alumni of the College. The Committee has passed the following regulations: No more than \$300 shall be loaned to any student during the four years. Interest shall be 4 per cent from the date of graduation or from the date the student leaves school. Students obtaining loans must have a scholastic average of at least "C".

The Loan Fund of the Clarion County Chapter of the D.A.R. The Clarion County Chapter of the D.A.R. has established a loan fund to be loaned to deserving students and administered in the same way as the Alumni Loan Fund.

The Lorena Given Memorial Fund. In memory of Lorena Given, former teacher at the College, a loan fund, amounting now to one hundred dollars, has been established, to be administered in the same way as the Alumni Loan Fund.

The J. George Becht Memorial Loan Fund. In memory of J. George Becht, former principal of the college, a loan fund, now amounting to one hundred dollars, has been established, to be administered in the same way as the Alumni Loan Fund.

The 1913 Class Loan Fund. The class of 1913 established in 1928 a loan fund of \$205.35, to be administered in the same way as the Alumni Loan Fund.

A. J. Davis Loan Fund. The A. J. Davis Loan Fund in the amount of \$362.20 is to be administered in the same way as the Alumni Loan Fund.

The Frank L. Harvey Student Loan Fund. Loans from this fund, which total \$1,000, will be made in terms of the following criteria: (1) The real need for such a loan, (2) the love of children and young people, (3) a modicum of brains, (4) an understanding heart, (5) a sense of responsibility.

The R. H. Duntley Memorial Loan Fund. Miss Alice C. Duntley has established a loan fund in memory of her father, R. H. Duntley of the class of 1892, and a former Trustee of the College. It amounts to \$100 to be used as a loan to a senior student of Warren or McKean County and to be administered by the Alumni Loan Fund Committee.

The Christine A. Dickinson Memorial Loan Fund. A loan fund of \$150 has been established as a memorial to Christine A. Dickinson, alumna of Clarion, and for many years a teacher in the public schools of Ridgway, Pennsylvania. This fund is to be used preferably for elementary teaching students from Elk County and is to be administered in the same way as the Alumni Loan Fund.

Employment

The college desires to encourage self-supporting students, but it cannot promise sufficient work to any student to defray his full expenses. A limited number of part-time positions are available, chiefly to upperclassmen who have demonstrated ability to do satisfactory college work. A limited number of positions are available to new students; however, freshmen should plan to devote their full attention to adjustment to college life and academic requirements if at all possible.

Applications for part-time employment may be obtained from the Office of the Dean of Students.

Food Service

Wholesome, well-balanced meals are provided by the A. L. Mathias Company in an attractive dining room. All resident students are required to eat in the college dining room. A limited number of students who live off campus may do so. Students who board at the dining hall will not be permitted to withdraw during the semester unless they leave school.

Health Service

Recognizing that health is a basic objective of education, the college provides for the protection and development of the health of its students. A dispensary is maintained with a registered nurse in attendance. The college physician holds regular office hours at the dispensary Monday through Friday of each week.

Medical services in addition to routine dispensary treatment or at hours other than those during which the physician or nurse are in attendance are readily available within the community of Clarion; however, the student is responsible for any expense incurred. Clarion, therefore, offers a group insurance plan which covers the student from the day college opens in the fall until the end of the college year. Students who desire to continue their insurance through the summer months may do so upon application and payment of an additional premium before May 20 of each year.

This contract is underwritten by Educators Mutual Life Insurance Company, Lancaster, Pennsylvania. Following are the essential provisions of this plan which are incorporated into a control policy held by the college.

Accident — Reimbursement will be made up to \$1000 for each accident whether the accident occurs at college, at home, while traveling, or while participating in sports, other than intercollegiate athletic activities. Expenses include X-rays; hospital bills; nurses', physicians' and surgeons' fees; laboratory costs; medicines; and, in fact, any medical expense incurred as a result of an accident. Reimbursement for injury to natural teeth is limited to \$200.00.

Illness — Reimbursement, not to exceed \$500 for each illness, will be made for actual medical expenses, contracted and treated during the period for which the student is insured. Expenses include but are not limited to X-rays; laboratory examinations; hospital bills; nurses', physicians' and surgeons' fees; medicines; and surgical appliances.

Benefits under this plan are paid in addition to any benefits to which a student may be entitled under any personal policy or membership in any hospital association.

Living Accommodations

Students at Clarion State College live in residence halls, in their own homes, or in approved homes in town. Freshman men and all women are required to live in the residence halls unless commuting from home. Some special cases, i.e., students working for room and board, etc., may be granted permission to live off-campus. Students residing in campus housing facilities must continue in residence for the entire year unless they withdraw from college or move to another community for the purpose of student teaching.

Student rooms in the residence halls are furnished with beds, desks, chairs, bureaus, and closets. The college provides pillows and blankets. Students should plan to furnish pillow slips, sheets, a study lamp, towels, wash cloths and soap. Many students also provide window curtains, dresser scarves, bed spreads, and small throw rugs. Radios and record players are permitted if they are operated with due consideration for others; however, other electrical appliances are not permitted in the rooms.

Residence Hall Rules and Regulations are for the most part contained in the student handbook. Current rules and regulations have been established and are enforced by the various House Councils.

A list of approved rooms in town is available upon request in the Office of the Dean of Students. Students not living in the residence halls or commuting from their homes are required to select rooms from this approved list and to make all arrangements for rental with the householder.

Guest Rooms. Guest rooms in the residence halls are limited. Arrangements for room guests must be approved by the Assistant Dean of Students. When rooms are available, the guest rate is \$1.00 per night, plus tax.

Automobiles. Freshman students under 21 years of age are not permitted to possess or operate automobiles while at college unless they are commuting from their homes outside the borough limits of Clarion. Other resident students who wish to have automobiles must secure permission through the Office of the Dean of Students.

Placement Service

The College Placement Service assists Clarion graduates to obtain teaching positions in the public schools of Pennsylvania. Staff vacancy notices are received from the public schools in Pennsylvania and are relayed to those registered with the Placement Service as active candidates for employment. Assistance is given college students

and school officials in the arrangement of employment interviews. Teacher placement records are prepared and distributed to support the candidacy of registrants. Student teaching skill, conduct, and general demeanor of students are presented in a professional manner by the Placement Service for review by prospective employers.

The Placement Service is a free service. Graduates of former years are served as well as current seniors, and all are urged to keep up their contacts with the Placement Service as means of professional promotion.

Counseling and guidance in placement matters are provided all registrants. Placement Services are provided to those living off campus as well as to those living in college residence halls. Following graduation, placement matters are handled by mail and telephone correspondence.

Address all communications to the Director of Placement.

Veterans' Affairs

Clarion is approved by the Veterans Administration to offer the regular degree curriculum to veterans and children of deceased veterans.

Credit for educational experience in the Armed Services is allowed on the basis of the recommendations of the American Council on Education.

Veterans seeking information should consult the Dean of Instruction.

STUDENT ACTIVITIES

Student activities at Clarion are viewed as another means of self-development; therefore, the responsibility for the success of any activity or organization must rest with the students involved. As a result of this policy, ample opportunity exists for gaining experience in leadership and self-government.

Student Government

Through participation in student government, students can gain experience in democratic living. All students are members of the Clarion Student Association while enrolled at Clarion and are eligible to participate in the election of the Student Senate. The Student Senate is responsible for the operation of the College Bookstore and the Student Union Snackbar and for the allocation of Student Activity Fees to the various student organizations. Appointments of student members to college standing committees also are confirmed by the Student Senate. Additional opportunities for self-government are provided through residence hall House Councils, Day Student's Association, Panhellenic Council, and Inter-Fraternity Council.

Cultural Program

In addition to full utilization of the numerous performing groups composed of members of the student body and faculty, the college presents each year a series of performances by nationally known personalities and organizations. This series is arranged by the Concert and Lecture Committee, a sub-committee of the Student Affairs Committee of the college having equal student and faculty representation. Following are some of the artists who have appeared as a part of this series during recent years:

- The Baltimore Symphony Orchestra
Martha Scott, Actress
The Pittsburgh Symphonetta
Vincent Price, Actor and Artist
George Ullmann, Pianist
Dr. Werhner von Braun, Physicist and Lecturer
Dickey Chapelle, Correspondent
The Charlie Barnet Orchestra
Rear Admiral Donald MacMillan, Lecturer
The Four Freshmen
Teresa and her Spanish Dancers
The Carridines, Theatre of Great Characters
John Morley, World Traveler
Rafael Mendez, Trumpeter
Rubinoff and his Violin

Social Program

A wide variety of social activities is distributed throughout the year to give students practice in correct social conventions and to give them an opportunity to develop and manage their social affairs.

Among the major events of the year are the Cook Forest Picnic, Homecoming Day, Christmas Formal Dance, Panhellenic-Interfraternity Dance, Alumni Weekend, and the Junior-Senior Prom. During the year there are receptions, teas, banquets, luncheons, and special dinners. These activities usually center in the dining hall or lounges of the residence halls. Sorority and fraternity functions also contribute to the objectives of the social program.

The social functions are financed by the Student Senate and managed by the Social Committee, which consists of an equal number of student and faculty representatives. Persons who are not enrolled in the college are admitted to parties, dances, and other events only as guests of regular students or faculty members.

The Dean of Students, Dean of Women, and Dean of Men devote time to student interests and social life. The students are surrounded by an environment which helps them to become socially and professionally adjusted individuals.

Athletic Organizations

Athletics for Women. Provision is made for participation of all women students in many forms of athletics. Speedball, soccer, volleyball, basketball, baseball, tennis, riflery, archery, golf, hiking, and other sports are available for students. Minor activities in badminton, shuffleboard, and ping-pong are also available.

Intramural competition for women is sponsored by the Women's Athletic Council, which is an organization composed of women who have attained eligibility through a sports point system. The intramural program furnishes an opportunity for those with officiating as well as playing abilities. Coaching advantages offered in this way have helped some girls with summer camp problems in the techniques of directing sports.

Development of desirable traits of sportsmanship, leadership and ability to work and play with others is promoted at all times. Personal skills and efforts toward their improvement by individuals are likewise encouraged through class intramural participation. The purpose of the program is to make it functional in the life of the individual in school and after graduation.

Athletics for Men. In addition to the required courses in physical education, men may receive extra-curricular credit by participating in intercollegiate and intramural athletics. Intercollegiate athletics include football, basketball, wrestling, riflery, baseball, golf, and tennis. Men participate on intramural teams in football, basketball, baseball, soccer, volleyball, badminton, table tennis, handball, and horseshoes. There are also available for recreational activities such facilities as skiing, tobogganing, archery, shuffleboard, and hiking.

The college has six all-weather tennis courts on the campus. There are two athletic fields that provide for intercollegiate football, baseball, and intramural activities.

Through physical education courses, students are given fundamental knowledge of various sports and are taught how to coach these sports.

Clarion State College Rifle Club was organized under the auspices of National Board for the Promotion of Rifle Practice through the Director of Civilian Marksmanship. The club is a charter member of the Western Pennsylvania Collegiate Rifle League and participates with other colleges in shoulder-to-shoulder matches. A small-bore rifle

range is maintained by the college in Davis Hall where rifle practice is carried on each week. Special instructors courses are offered to enable students to become qualified Rifle Instructors under the National Rifle Association regulations.

Varsity "C" Club. The Varsity "C" Club is made up of men of the College who have earned the "C" in some one of the intercollegiate sports.

Men's Athletic Council. The Men's Athletic Council is an advisory body for the men's intercollegiate activity program. The Council consists of the Director of Athletics, four other faculty members, one member appointed by the Student Senate, and one member appointed by the Varsity "C" Club.

Musical Organizations

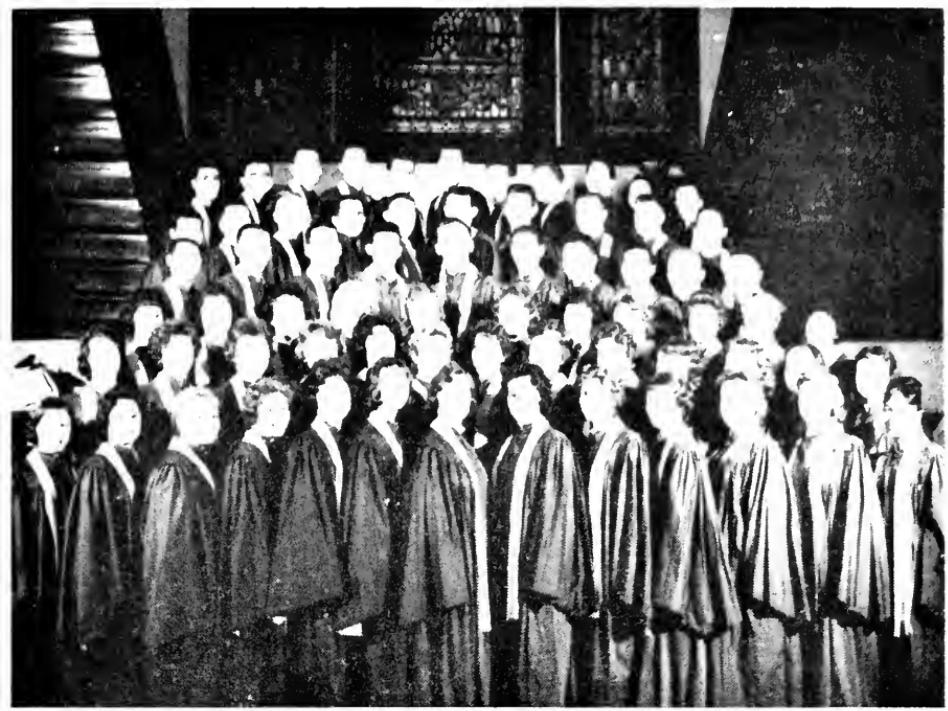
The Marching Band, a select group of 70 players, performs at all home football games, two away games, and other school and community events. Membership in this band is gained by qualifying auditions which are administered during the first week of the fall semester.

The Concert Band has no set number for membership. Members are chosen by audition. Symphonic band literature from the classical to the modern period is performed along with the standard band repertoire of overtures, marches, and modern transcriptions of recent broadway shows. Concert Band activities include performance at concerts given by the College, appearance at community events, and an annual tour of high schools in the area. Qualified students in the marching band may become members of the concert band without further audition.

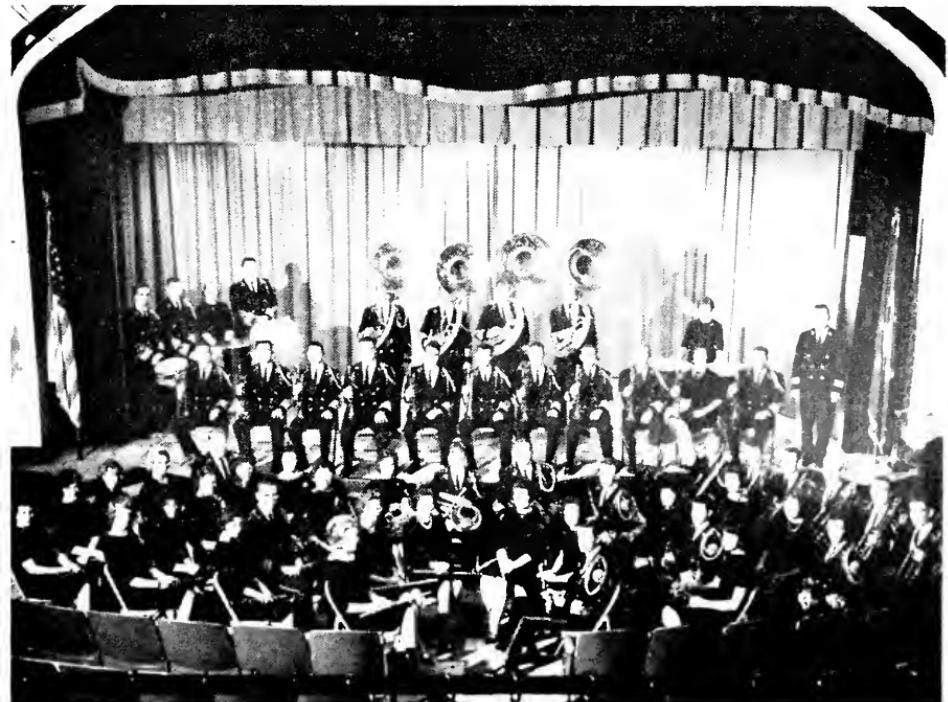
The Dance Band, a highly select group of about fifteen players, furnishes music for social functions at the College and other community affairs. A spring tour to local high schools is taken annually.

Woodwind and Brass Ensembles are organized, depending on the talent and instrumentation which is available. Membership in these groups is voluntary.

College Choir. The College Choir has a long and distinguished history as a performing organization. The annual spring tour takes the choir to churches and high schools throughout Western Pennsylvania. In its sacred and secular programs, the choir sings the finest choral literature from the Polyphonic, Baroque, Classical, Romantic, and Modern periods. Membership is open to any college student who can satisfactorily pass the audition examination. Rehearsals are held three times each week.



College Choir



College Band

Professional Clubs

Art Club is an extra-curricular organization maintained for the purpose of benefiting those students who are particularly interested in some phase of art activity and to contribute what it can to the art of the community and the college. Its program varies from year to year, but sponsoring moving pictures on art subjects and bringing exhibitions of artistic merit to the College have been among its activities. When the Club is so inclined, a trip to Pittsburgh is taken to visit the Carnegie Galleries and other buildings of interest. The Club tries to aid other organizations in the College, through the making of posters, lettering of certificates, and assisting with dance decorations.

Chess Club is an extra-curricular organization to promote intellectual interests, to enrich college life and to foster interest in the game. It affords the students an opportunity to learn the game or to advance their playing ability. Membership is open to all interested persons.

Association for Childhood Education is a world-wide organization whose purpose is to provide better education opportunities for children of the kindergarten, primary, and intermediate age levels; to promote modern education for all children; to promote the best methods and techniques of teaching; and to raise the standards of teacher training throughout the world. All teachers, administrators, and students interested in elementary education are eligible for membership.

Bios Club is organized for biological science majors. Guest speakers from the Conservation Department, Fish and Wild Life, Forestry Department, professors from other colleges, and field trips are all part of the program designed to enrich the background of this natural science group.

Clarion State College Forensic Society is an organization whose purpose is to sponsor programs that furnish training and experience in public speaking, discussion, debate, extempore speaking, and interpretative reading. Among activities are programs and contests on the campus; appearances before civic, cultural, and educational groups; and participation in intercollegiate debate tournaments and speech festivals.

College Players. The campus dramatic organization is known as the College Players. Opportunities for gaining experience in the various phases of play production are afforded through the regularly scheduled club programs and through public productions. By means of discussion and demonstration, members gain a working knowledge of the principles of stage lighting, costuming, makeup, acting, and directing. Membership in the organization is determined by competitive tryouts open to all.

International Relations Club has a definite objective; namely, to stimulate and intensify the interest of all students in the scientific and unbiased study of world society and its problems. It is here that political, economic, and social questions may be discussed openly and freely.

Speech and Hearing Club is an extra-curricular organization maintained for the purpose of benefiting those students who are particularly interested in speech and hearing therapy. The program includes speakers from other schools, movies, slides, and field trips. Membership is open to all interested students.

Press Club has the publication of "The Clarion Call" as its main objective. It aims also to give the prospective teachers training they will need for directing school publications. In the programs presented at the Press Club meetings, various types of newspaper articles are discussed and illustrations of the best are read. The papers from other colleges are studied and through comparison and constructive criticism the students attempt to improve the quality of their own college paper.

Student Pennsylvania State Education Association seeks to develop and cultivate such desirable professional qualities as leadership, character, and scholarship among prospective teachers engaged in their pre-service preparatory work. Its purposes are exploratory, pre-vocational, and character forming and its members have opportunity to gain full knowledge of the opportunities and requirements demanded of the teaching profession. The organization is unique in that it has the possibility of providing active participation in local, state, and national education associations. Membership is encouraged for college students in all curricula.

Through the S.P.S.E.A., the prospective teacher cultivates qualities of personality and character, develops enthusiasm and loyalty to his chosen vocation, and acquires a sense of professional vision. Student members receive each month the journals of state and national education associations.

Membership in the local chapter of the S.P.S.E.A. should be esteemed an honor, an opportunity, and a personal responsibility of a professional nature. School superintendents and placement officials report that membership in the chapter frequently determines which candidate may be chosen for a specific teaching position.

Religious Life

The Newman Club is a co-educational organization which provides for the spiritual and cultural heritage of Catholic students. Its activities are guided by a priest chaplain; its policies are suggested by the National Federation and the Regional Province of Newman Clubs, to which the chapter on Clarion Campus belongs.

The Student Christian Association holds weekly meetings on Wednesday evening. The students plan and conduct their own meetings. Each semester the association holds a reception for new students.

Sunday Schools connected with the various churches in Clarion have formed classes especially for college students.

Students are urged to make a choice of one of the churches in the town for regular attendance and to be present at the services in the churches so selected at least once each Sunday.

SORORITIES AND FRATERNITIES

Panhellenic Council is composed of two representatives from each of the five sororities on campus. Through this organization, all sorority affairs are co-ordinated. Each year the group arranges several social affairs for women and co-operates with the Interfraternity Council in sponsoring a spring formal dance.

Interfraternity Council is composed of two representatives from each of the five social fraternities on campus. Under the provisions of its constitution, the council is responsible for the co-ordination of pledging activities and the arbitration and adjudication of violations involving fraternity regulations. In addition, it works actively to enhance the welfare of all fraternities and fraternity men.

Sororities. There are five sororities on campus. Delta Zeta, Sigma Sigma Sigma, and Zeta Tau Alpha are national sororities. Local sororities are Sigma Delta Phi and Beta Chi Upsilon.

Fraternities. Chapters of four national fraternities, Phi Sigma Epsilon, Sigma Tau Gamma, Theta Chi, and Theta XI are located on the Clarion Campus. Alpha Gamma Phi is a local fraternity. Several have chapter houses located near the college campus.

FEES

I. Student Activity Fee

A Student Activity Fee is determined, collected, and administered under the direction of the Board of Trustees by the Clarion Students' Association. This fee, amounting to \$25.00 each semester, will cover the cost of student activities in athletics, lectures, entertainments, student publications, and the like. The Student Activity Fee for the Regular Summer Session is \$3.00. Checks for these amounts must be drawn to the Clarion Students' Association, not to the Commonwealth of Pennsylvania.

II. Basic Fee

A. A Basic Fee for residents of Pennsylvania, amounting to \$250.00 for the regular year of thirty-six weeks or \$125.00 for each semester of eighteen weeks, shall be charged to cover registration and keeping of records of students, library, students' health service (other

than extra nurse and quarantine), and laboratory facilities. Check for this amount must be drawn to the Commonwealth of Pennsylvania.

The Basic Fee for ten or fewer semester hours during a semester is \$12.50 per semester hour. (Minimum Basic Fee — \$37.50).

The Basic Fee for the summer session is \$12.50 per semester hour. A minimum fee of \$37.50 is charged for the summer term.

B. Students in the Library Science curriculum will be required to pay an additional fee of \$9.00 per semester to cover the cost of materials, supplies, equipment, and special services. For the six weeks summer session, this fee will be \$3.00. For part-time students in Library Science, this contingent fee for the special curriculum will be pro-rated on the basis of an 18-semester hour load.

C. Fees for Students other than Residents of Pennsylvania.

1. Full-time Students:
 - a. Basic Fee — \$125.00 per semester
 - b. Out-of-State Tuition — \$168.00 per semester
 - c. Library Science Fee — same as for resident student
2. Part-time Campus Students or Summer School Students:
 - a. Basic Fee — \$15.00 per semester hour
(Minimum Basic Fee — \$45.00)

III. Housing Fees

A. For board, furnished room, heat, light, and limited laundry, the charge will be \$612.00 for the academic year. No reduction shall be allowed for laundry done at home, nor for absence of a few days from the college.

B. For damage, breakage, loss, or delayed return of college property the charges shall be equal to the extent of the loss.

C. The rental contract for college residence halls shall be for the academic year.

There shall be a charge of \$3.00 a day to day students admitted to the regular college infirmary under the regulation of the College to cover board.

D. For students rooming off campus who board in the college dining room, board shall be \$162.00 per semester and \$9.00 per week during the summer sessions.

E. Cost of meals for transients: breakfast, 50¢; lunch, 75¢; dinner, \$1.00.

F. Transient lodging fee — \$1.00 plus tax per night per person.

IV. Miscellaneous Fees

A. A fee of \$5.00 is paid by each degree candidate to cover the cost of executing his diploma.

B. Transcript Fee

One copy of a transcript of credit earned at the Clarion State College will be issued free of charge. A charge of \$1.00 is made for a second and each subsequent transcript. Persons desiring to have their credits transferred to another institution should give the name and address of such institution. Transcripts will not be issued for anyone who has unpaid bills, library fines or damage fees on his account.

C. Late registration Fee

Each student registered after the date officially set for registration shall pay an additional fee of \$1.00 per day until the student is in regular attendance in accordance with the State regulation, provided that the total amount of the Late Registration Fee shall not exceed \$5.00. When permission for late registration has been secured from the President because of illness or any other unavoidable causes, this fee may be waived. The same regulation shall apply to inter-semester payments. Registration is not complete until all fees are paid.

D. Deposits

A deposit of \$25.00 shall be made by all students. This is a guarantee of the intention of the student to enter college for the term or semester designated. It is deposited with the Revenue Department to the credit of the student's basic fee for that semester.

Applicants for admission as beginning students or transfer students must pay \$10.00 of this fee prior to taking the entrance examination. It is not refundable. The remaining \$15.00 is payable upon receipt of notice of approval of the application.

Check or Money Order for these amounts must be drawn to the Commonwealth of Pennsylvania. All Post Office Orders must be drawn on the Post Office at Harrisburg.

V. Payment of Fees

All fees must be paid in advance and no student against whom there are any unpaid charges shall be allowed to enroll, graduate, or receive a transcript of record.

VI. Repayments

A. Repayments will not be made to students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from college.

B. Upon written request to the President of the College, a repayment will be made for personal illness, the same being certified by an attending physician, for the amount of the housing and basic fees paid by the student for the part of the semester which the student does not spend in college.

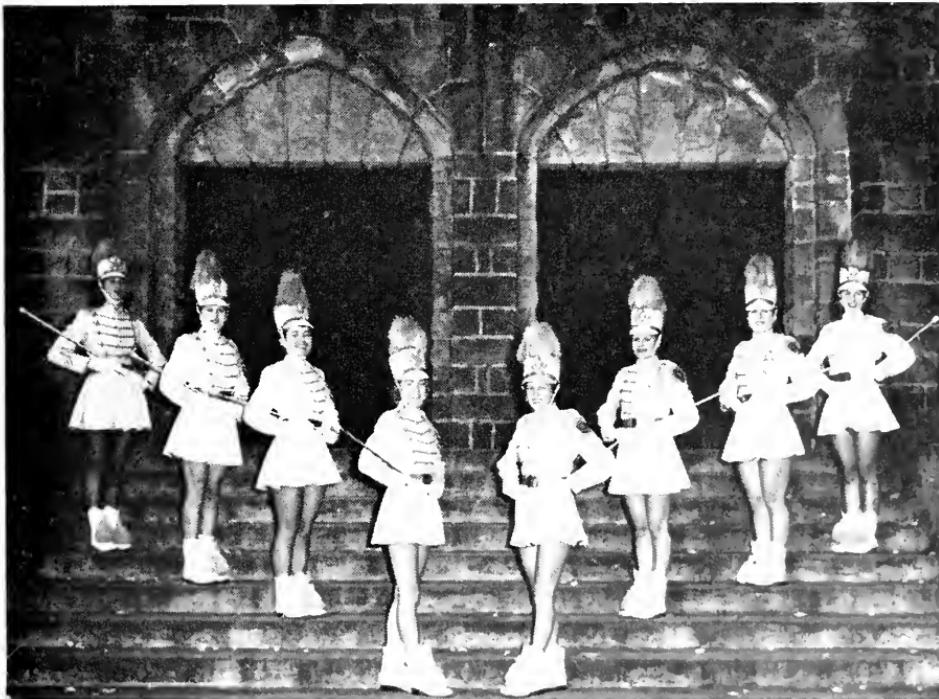
C. There shall be no repayment of any part of the Student Activity Fee for any cause whatsoever.

D. Refunds will not be made unless the student withdraws from school.

E. Students who start boarding will not be permitted to withdraw from the dining room during the semester unless they leave school.

VII. Summary of Fees

All fees are subject to change without notice.



Majorettes

**QUARTERLY PAYMENT PLAN
FOR STUDENTS LIVING AT THE COLLEGE**

First Semester

Amount due September 10, 1962:

Activity Fee	\$ 25.00
Basic Fee	\$ 62.50
Room, Board and Laundry	\$153.00
Total due September 10	\$240.50

Amount due November 12, 1962:

Basic Fee	\$ 62.50
Room, Board and Laundry	\$153.00
Total due November 12	\$215.00
TOTAL — First Semester	\$456.00

Second Semester

Amount Due January 28, 1963:

Activity Fee	\$ 25.00
Basic Fee	\$ 62.50
Room, Board and Laundry	\$153.00
Total due January 28	\$240.50

Amount due March 25, 1963:

Basic Fee	\$ 62.50
Room, Board and Laundry	\$153.00
Total due March 25	\$215.00

TOTAL — Second Semester

\$456.00

TOTAL FOR YEAR

\$912.00

**QUARTERLY PAYMENT PLAN
FOR STUDENTS NOT LIVING AT THE COLLEGE**

First Semester

Amount due September 10, 1962:

Activity Fee	\$ 25.00
Basic Fee	\$ 62.50

Total due September 10	\$ 87.50
------------------------------	----------

Amount due November 12, 1962:

Basic Fee	\$ 62.50
-----------------	----------

TOTAL — First Semester	\$150.00
-------------------------------------	-----------------

Second Semester

Amount Due January 28, 1963:

Activity Fee	\$ 25.00
Basic Fee	\$ 62.50

Total due January 28	\$ 87.50
----------------------------	----------

Amount due March 25, 1963:

Basic Fee	\$ 62.50
-----------------	----------

TOTAL — Second Semester	\$150.00
--------------------------------------	-----------------

Total for Year	\$300.00
----------------------	----------

A student's books for a year cost between \$60 and \$80, depending on the courses he takes.

SUMMER TERM COSTS:

The Basic Fee is \$12.50 for each semester hour of credit. (A minimum basic fee of \$37.50 is charged for the summer term).

Pre-session \$ 51.00 for board, room and limited laundry

Regular session \$102.00 for board, room and limited laundry

Post-session \$ 51.00 for board, room and limited laundry

An activity fee of \$3.00 will be charged for the regular session.

SCHOLARSHIP REQUIREMENTS

Student progress is reported twice each semester. At the end of the first six weeks, each staff member submits to the registrar a report of all students doing unsatisfactory work in their classes. These reports are recorded and then passed on to the advisers who give them to the students. The advisers take this opportunity to analyze with the students any problem they may have and to help them improve their study habits or correct difficulties which may have contributed to their low scholarship.

Grading System

- A indicates superior attainment.
- B indicates attainment above average.
- C indicates average attainment.
- D indicates attainment below average.
- E indicates failure.
- Inc indicates incomplete work.
- W indicates withdrawal from a course.

Inc (Incomplete) is not used unless a student has been in attendance through a semester or session. It indicates that the work of a student is incomplete and that the final grade is being withheld until the student fulfills all of the requirements of the course. It is used only when conditions and circumstances warrant and when evidence is presented to justify its being given.

All incomplete grades must be removed by the end of the following semester or they become failures.

Scholarship Requirements

Students whose failures in any semester or year amount to six or more semester hours shall not take all the regular work of the following semester or year. It is recommended that such students attend summer sessions to make up deficiencies.

A student shall be placed on academic probation to take effect the first semester following a semester during which his cumulative average becomes less than "C." If in the course of a probationary semester a student achieves a semester average of "C" or greater, but does not achieve a cumulative average of "C" or greater, he shall be continued on probationary status for an additional semester. If during a probationary semester a student fails to achieve a semester average of "C" or greater, he may be suspended for one full semester, the suspension to take effect the next following semester. Students who are placed on academic probation or suspension will be informed that a written report of their academic status will be forwarded to their parents or guardian, wife or husband, as the case may be.

Students shall not be assigned to student teaching unless they have a grade of "C" or better in English I and II, nor shall students, whose recorded or reported failures amount to six or more semester hours in a field of concentration or in required general or professional education be assigned to such teaching. No student shall be assigned to student teaching unless he has a "C" average in his first and second fields and a cumulative average of "C" in all academic work.

Quality points will be assigned as follows: Grade A, 4 quality points per semester hour; B, 3 quality points per semester hour; C, 2 quality points per semester hour; D, 1 quality point; E, 0 quality points.

To qualify for graduation, students must have a "C" average.

A Junior Standing Program has been established to provide the student an opportunity to evaluate his educational progress and to determine whether he may reasonably be expected to complete his teacher education satisfactorily and be recommended for a teaching certificate.

Near the end of the sophomore year, a careful study is made of each student's academic record, physical condition, adviser's report, and results of the Sequential Tests of Educational Progress. Students who do not meet the standards at the end of the fourth semester are allowed two semesters and a summer to make up deficiencies.

ADMISSIONS

Admission of Freshmen

In accordance with the principles governing admission adopted by the Board of State College Presidents, five general requirements were set up for admission to State Colleges:

1. General Scholarship.
2. Character and Personality.
3. Health and Physical Vigor.
4. College Entrance Examination Board Tests.
5. A Personal Interview.

Applicants for admission must satisfy the following requirements as outlined in detail below.

1. General scholarship as evidenced by graduation from an approved secondary school or equivalent preparation as determined by the Credentials Evaluation Division of the Pennsylvania Department of Public Instruction. The applicant must submit scores earned on the Scholastic Aptitude Test administered by the College Entrance Examination Board. Arrangements for taking these examinations are to be made through the high school guidance counselor.

2. Satisfactory character and personality traits as well as proper attitudes and interests as determined by the high school principal, guidance director or other school official acquainted with the student.

3. Health and physical condition as evidenced by a health examination by the student's family physician reported on the adopted form and approved by the college physician. No student shall be admitted who has, in the opinion of the college, disabilities which would impair his service as a teacher.

4. Satisfactory personal and social qualities as determined by a personal interview of the applicant.

5. For admission to special curricula the college may require the applicant to take an appropriate aptitude test in the special field in order to obtain further evidence of ability to succeed in the student's chosen field.

Admission With Advanced Standing

Applicants transferring from other institutions will not be accepted without official transcripts of credit and certificates of honorable dismissal. All applicants are required to have an interview with an official of the college prior to the opening of the semester in which they wish to enter.

Credit will be given for acceptable courses pursued in accredited collegiate institutions in which the student has made grades of A, B, or C. Where the grades are marked on a percentage basis, work graded five per cent above the minimum passing grade will be accepted. Passing grades of "D" in other institutions will not be accepted.

Students may not obtain a certificate or degree without a minimum residence of one year (thirty semester hours) in this College.

Teachers in service may complete in extension courses not more than 25 per cent of the courses required for a degree.

Applicants who are not graduates of an approved four-year high school, must have their credits evaluated by the State department of Public Instruction, Harrisburg, Pennsylvania. Applicants who need this type of evaluation should consult the Registrar of the College. This regulation applies to teachers in service.

All persons who were graduated from a State Normal School prior to September, 1920, and who have a four-year secondary school education will be granted no more than 64 semester hours of credit toward a degree for their normal school work.

No credit for public or private teaching experience, previously credited as high school equivalent or as equivalent professional credit toward graduation from a two-year curriculum, shall be granted toward meeting the requirements for entrance to or graduation from the four-year curriculums.

In accordance with a state regulation a maximum of six semester hours of credit may be completed in one semester while a person is engaged in full-time teaching.

No credit is given for correspondence work taken after September 1, 1927, except that pursued through the United States Armed Forces Institute or similar service organizations.

Admission of Freshmen in September, 1963

Applicants for admission to the freshman class in 1963 should read and observe carefully the following procedure:

1. Come or send to the Admissions Office of the College for the forms necessary in making application for admission. There are three of these: (1) the application and personnel record blank, (2) the report of the medical examination, and (3) the report from secondary school officials.
2. Bring or send the personnel record to the College along with an advance registration fee of \$10.00, payable to the Commonwealth of Pennsylvania. Have the examining physician send the medical examination record to the College. The secondary school record will be sent directly to the College by the principal or other official of the secondary school.
3. Have a personal interview with an official of the College. The Admissions Office of the College is open between the hours of 8:30 A. M. and 5:00 P. M. every day except Saturday when the hours are from 8:30 A. M. to 12:00 M.
4. Have the College Entrance Examination Board send your Scholastic Aptitude Test scores.
5. The Clarion State College is a testing center for the College Entrance Board Examinations. The College Entrance Board Examinations will be given on the following dates: December 1, 1962; January 12, 1963; March 2, 1963; May 18, 1963; and August 14, 1963. These tests are now required for admission. Arrangements to take them may be made through the High School Counselor.

WITHDRAWALS

All class withdrawals must be made through the office of the Dean of Instruction. Classes from which a student withdraws during the first three weeks of a semester will not appear on his record. Withdrawals between the end of the third and eighth weeks may be made without penalty. After the beginning of the ninth week of a semester or during the second half of a summer session, a course from which a student withdraws and in which a grade of "E" is reported at the time of withdrawal shall be finally reported as a failure. If a withdrawal is not made through regular channels a failing grade will be entered for that course.

Any student who withdraws from the college either during or at the end of a semester must notify the Dean of Instruction of his intention to withdraw and the reason for withdrawal. This is necessary so the student's permanent record may be completed. Failure to comply with this regulation will constitute an unofficial withdrawal and may affect the student's chances of future readmission or his obtaining an honorable dismissal.

CERTIFICATION

The Provisional College Certificate

Students who complete one of the curriculums of the Clarion State College and who are awarded a baccalaureate degree are granted the Pennsylvania Provisional College Certificate, valid for three years of teaching in the schools of the Commonwealth. Application for the certificate must be made and the certificate issued before graduates may teach in the public schools of Pennsylvania.

The Permanent College Certificate

The Permanent College Certificate requires three full years of successful teaching experience on the Provisional College Certificate in the public schools of this Commonwealth and the satisfactory completion of twelve (12) semester hours of post-baccalaureate education. Certificates issued after October 1, 1963 will require twenty-four (24) semester hours of post-baccalaureate education for permanent validation. All permanent certificates require a basic course in the History of United States and Pennsylvania and a basic course in visual aids and sensory techniques.

Extension of Certificates

A certificate valid for the secondary school may be extended to include the elementary field on the completion of twenty-four semester hours of approved courses in the field of elementary education.

A certificate valid for the elementary school may be extended to include secondary subjects upon the completion of from eighteen (18) to forty-six (46) semester hours of approved courses in a secondary subject, depending upon the area of specialization.

The holder of a certificate valid for the elementary school may have an endorsement of Library Science upon the completion of twelve (12) semester hours of approved courses in this field. This endorsement is valid only for the elementary school library.

The holder of a certificate valid for elementary education may have an endorsement of modern foreign language upon completion of six (6) semester hours in this field of study based upon practical techniques of speaking the language(s) with acceptable accent. The six (6) hours of study must rest upon adequate preparation in the language(s) as determined by the college.

STUDENT TEACHING

Student Teaching for Regular Students

Those who major in secondary education are assigned to student teaching during either the seventh or eighth semester. Each secondary major will receive an assignment for a full day of student teaching throughout one semester at one of the public school student teaching centers cooperating with the college.

Those who major in elementary education are assigned to student teaching during either the seventh or eighth semester. Each elementary major will receive an assignment for a full day of student teaching throughout one semester at the Campus Training School or at one of the public school elementary student teaching centers associated with the college.

Student teachers are encouraged to reside in the community in which their student teaching center is located, throughout the semester.

All student teaching assignments follow the public school calendar rather than the college calendar each semester.

Student Teaching Credit for Teachers in Service

Experienced teachers with three or more years of experience in teaching, who become candidates for a degree and who hold certificates below the level of the Provisional College Certificate may, at the discretion of an approved institution, complete the unfulfilled student teaching requirements for the degree in any of the following ways:

- (a) Earn the number of hours required in actual student teaching, or
- (b) Perform an assignment of work germane to teaching technique in connection with the regular teaching in a public school, carrying not less than one semester hour credit or more than six semester hours credit in a single semester for all courses pursued, or
- (c) Courses germane to teaching technique may be pursued in individual cases which are approved by the proper authority of an approved institution for not more than three semester hours.

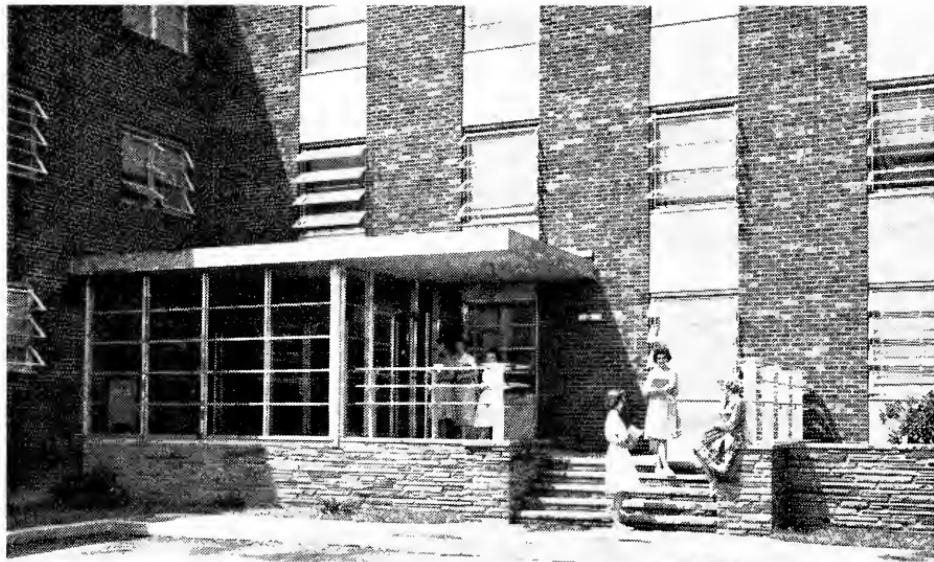
Credit toward a degree may not be given for teaching experience.

Evaluation of Credits

Evaluations of the credits for students are considered valid only for the year in which distributions are made (year in which credits are earned). This situation exists because of changes in regulations governing the value of credits and in the requirements for certification and graduation frequently made by the State Department of Public Instruction, the State Council of Education, and the Board of Presidents of the State Colleges. Students are urged to keep themselves well informed about their distributions by occasional inquiries other than at registration periods, at the General Office.



Student Faculty Tea



Given Hall

CURRICULUMS

Clarion offers the following curriculums:

- I. **A Four-Year Curriculum in Elementary Education** leading to the degree of Bachelor of Science in Education.
 1. Kindergarten-Primary.
 2. Intermediate.
- II. **A Four-Year Curriculum in Secondary Education** designed to prepare for teaching in Junior and Senior High schools and leading to the degree of Bachelor of Science in Education.
- III. **A Four-Year Curriculum in Library Science Education** leading to the degree of Bachelor of Science in Education.
- IV. **Degree Curriculum for Public School Nurses** leading to the degree of Bachelor of Science in Education. Requirements are available upon request to the Dean of Instruction.
- V. **Arts and Sciences Curriculum** leading to the degree of Bachelor of Arts. Information is available upon request to the Dean of Instruction.

COURSE NUMBER SYSTEM

Courses numbered **below 100** are usually of remedial nature.

Courses numbered **100 to 199** inclusive are primarily for Freshmen; **200 to 299** for Sophomores; **300 to 399** for Juniors; and **400 to 499** for Seniors. Courses numbered above the student's level may be taken with approval of the department head.

Courses with numbers **ending in 10 to 19** inclusive are General Education and those **ending in 20 to 29** are Professional Education.

Courses with numbers **ending in 30 to 49** inclusive are primarily for students in Elementary Education and those **ending in 50 to 69** are primarily for those in Secondary Education.

The college reserves the right to change the sequence of courses.

GENERAL EDUCATION

The Pennsylvania State Council of Education has established the requirement, effective October 1, 1963, that all applicants for a certificate to teach in the State must have completed a minimum of sixty semester hours of acceptable courses in General Education. Students in all curriculums will follow the same program. Deviation from the program is permitted for those who specialize in Science or Mathematics. Specialized courses in these fields may be substituted for the general requirements in science or mathematics.

Professional Education requirements for Elementary majors differ from those of Secondary majors.

GENERAL EDUCATION COURSE DISTRIBUTION

Required of students in all curriculums:

			c.h.	s.h.
Eng.	111	Composition I	3	3
Eng.	112	Composition II	3	3
Sp.	111	Fundamentals of Speech I	2	2
Sp.	112	Fundamentals of Speech II	2	2
Mu.	111	Introduction to Music	3	3
Art	111	The Visual Arts	3	3
Eng.	213	Introduction to Literature	3	3
Phil.	211	Introduction to Philosophy	3	3
Hist.	112	History of Modern Civilization	3	3
Hist.	212	Hist. of U.S. and Pa. — 1865 to Present	3	3
P.S.	211	American Government	3	3
Soc.	211	Principles of Sociology (or)	3	(3)
Econ.	211	Principles of Economics	3	3
Biol.	111	Basic Biological Science	4	4
Ph.Sci.	111	Basic Physical Science I	3	3
Ph.Sci.	112	Basic Physical Science II	3	3
Math.	111	Basic Mathematics	3	3
Geog.	111	Basic Geography	3	3
Geog.	257	Geog. of U.S. and Canada (or)	3	(3)
Geog.	254	Conserv. of Natural Resources	3	3
Psy.	211	General Psychology	3	3
HPE	111	Health Education	2	2
HPE	112	Physical Education I	2	1
HPE	211	Physical Education II	2	1
HPE	212	Physical Education III	2	1

PROFESSIONAL EDUCATION

Required: (Secondary)

			c.h.	s.h.
Psy.	222	Educational Psychology	3	3
Ed.	223	Social Foundations of Education	3	3
Psy.	321	Psychology of Adolescence	2	2
Ed.	321	Select course in Methods and Eval-		
to Ed.	328	uation in field of Specialization	3	3
Ed.	329	Audio-Visual Education	3	2
Ed.	422	Professional Practicum Including School Law	2	2
Ed.	423	Library Practice and Student Teaching (or)		
Ed.	424	Secondary Student Teaching	30	12

Elective:			c.h.	s.h.
Psy.	323	Mental Hygiene	3	3
Ed.	221	Developmental Reading	3	3
Ed.	425	Diagnostic and Remedial Reading	3	3
Ed.	426	Reading Problems in Secondary Schools	3	3

PROFESSIONAL EDUCATION

(Elementary)

Required:			c.h.	s.h.
Ed.	223	Social Foundations of Education	3	3
Psy.	320	Human Growth and Development	5	5
Ed.	329	Audio-Visual Education	3	2
El Ed.	323	Teaching of Reading	3	3
El Ed.	324	Teaching of Arithmetic	3	3
Sci.	222	Teaching Science in Elementary Grades	2	2
Art	222	Teaching Art in Elementary Grades	3	2
Mus.	222	Teaching Music in Elementary Grades	3	2
El Ed.	325	Modern Curriculum and Methods	5	5
El Ed.	422	Professional Practicum and School Law	2	2
El Ed.	424	Student Teaching	30	12

AREAS OF SPECIALIZATION

Each elementary major will be expected to select one field of concentration beyond the requirements for the elementary certificate. This requirement will be satisfied by the completion of twelve (12) elective semester hours in the fields of English, Art, Music, Geography, Mathematics, Social Studies, Natural Sciences or Child Guidance. It will also be met by meeting the requirements of extended certification upon the completion of twelve (12) semester hours in Library Science, Foreign Language, Reading, Mentally Retarded Special Education, eighteen (18) semester hours in Hearing and Speech Handicapped Special Education, or twenty-four (24) semester hours in Speech Correction Special Education.

Library Science majors will complete minimum requirements for certification in one field in addition to Library Science.

Secondary majors will complete a field of certification as outlined below, and minimum requirements for certification in a second field. Minimum requirements for certification in an academic field shall be satisfied by the completion of 18 semester hours in a subject. This certification is temporary for a period of three years and may be made part of a provisional or permanent certificate upon completion of sufficient hours to meet provisional certification in that subject.

THE FIELD OF ENGLISH
(37 Semester Hours)

Required:			c.h.	s.h.
Eng.	111	Composition I	3	3
Eng.	112	Composition II	3	3
Sp.	111	Fundamentals of Speech I	2	2
Sp.	112	Fundamentals of Speech II	2	2
Eng.	213	Introduction to Literature	3	3
Eng.	251	English Literature	3	3
Eng.	252	American Literature	3	3
Eng.	351	Advanced Composition	3	3
Elective:			c.h.	s.h.
Eng.	253	Philology and Grammar	3	3
Eng.	254	American Prose	3	3
Eng.	255	Pre-Shakespearian Literature	3	3
Eng.	256	Seventeenth Century Literature	3	3
Eng.	257	Novel to 1870	3	3
Eng.	258	Short Story	3	3
Eng.	331	Children's Literature	3	3
Eng.	352	American Poetry	3	3
Eng.	353	Shakespeare	3	3
Eng.	354	Eighteenth Century Literature	3	3
Eng.	355	Novel Since 1870	3	3
Eng.	356	Romantic Literature	3	3
Eng.	451	Contemporary Poetry	3	3
Eng.	452	Modern Drama	3	3
Eng.	453	The Essay	3	3
Eng.	454	Victorian Literature	3	3
Eng.	455	Criticism	3	3

THE FIELD OF FRENCH
(24 Semester Hours)

Required:			c.h.	s.h.
Fr.	151	Elementary French I	3	3
Fr.	152	Elementary French II	3	3
Fr.	251	Advanced French Grammar I	3	3
Fr.	252	Advanced French Grammar II	3	3
Fr.	351	French Civilization	3	3

Elective:		c.h.	s.h.
Fr.	253 Short Stories	3	3
Fr.	352 Survey of Literature I	3	3
Fr.	353 Survey of Literature II	3	3
Fr.	354 Development of French Novel I	3	3
Fr.	355 Development of French Novel II	3	3
Fr.	356 Contemporary French Theatre	3	3
Fr.	357 Modern French Poetry	3	3
Fr.	358 French Classical Drama	3	3

THE FIELD OF GEOGRAPHY AND EARTH SPACE SCIENCE
(24 Semester Hours)

Required:		c.h.	s.h.
Geog.	111 Basic Geography	3	3
Geog.	257 Geography of U. S. and Canada	3	3

Elective: (at least one course from each group)

Group I		c.h.	s.h.
Geog.	252 Geology	3	3
Geog.	253 Geomorphology	3	3
Geog.	351 Meteorology	3	3
Geog.	352 Climatology	3	3
Geog.	353 Descriptive Astronomy	3	3
Geog.	451 Cartography	3	3

Group II		c.h.	s.h.
Geog.	251 Economic Geography	3	3
Geog.	254 Conservation of Natural Resources	3	3
Geog.	255 Trade and Transportation	3	3
Geog.	354 Historical Geography of the U. S.	3	3

Group III		c.h.	s.h.
Geog.	256 Geography of Pennsylvania	3	3
Geog.	355 Geography of Soviet Union	3	3
Geog.	356 Geography of Europe	3	3
Geog.	357 Geography of Asia	3	3
Geog.	452 Geography of Latin America	3	3
Geog.	453 Geography of Africa and Australia	3	3
Geog.	454 World Problems in Geography	3	3

THE FIELD OF LIBRARY SCIENCE
(24 Semester Hours)

Required:		c.h.	s.h.
L.S.	251	Administration of School Libraries I	2
L.S.	252	Administration of School Libraries II ..	3
L.S.	253	Book Selection I	3
L.S.	254	Book Selection II	3
L.S.	351	Cataloging and Classification I	3
L.S.	352	Cataloging and Classification II	3
L.S.	353	Reference Service I	2
L.S.	354	Reference Service II	2
L.S.	355	Art for School Librarians	2
L.S.	451	Books and Libraries	2
L.S.	452	Enrichment Materials	2

Elective:		c.h.	s.h.
L.S.	231	Administration of the Elementary School Library	3
L.S.	233	Book Selection for the Elementary School Library	3

ELEMENTARY
(12 Semester Hours)

Recommended Courses:		c.h.	s.h.
L.S.	231	Administration of the Elementary School Library	3
L.S.	233	Book Selection for the Elementary School Library	3
L.S.	351	Cataloging and Classification I	3
L.S.	352	Cataloging and Classification II	3
L.S.	353	Reference Service I	2

Suggested Additional Courses: L.S. 253; 355; 451; 452 (see under secondary above)

THE FIELD OF MATHEMATICS
(24 Semester Hours)

Required:		c.h.	s.h.
Math.	151	College Algebra	3
Math.	152	College Trigonometry	3
Math.	251	Analytic Geometry	3

Math.	252	Differential Calculus	3	3
Math.	253	Advanced College Algebra	3	3
Math.	351	Integral Calculus	3	3
Math.	352	Statistics	3	3
Math.	353	Synthetic Geometry	3	3

Elective:

			c.h.	s.h.
Math.	254	College Geometry	3	3
Math.	255	Surveying	3	3
Math.	256	History of Mathematics	3	3
Math.	257	Mathematical Theory of Finance	3	3
Math.	258	Spherical Trigonometry	3	3
Math.	354	Theory of Equations	3	3
Math.	355	Advanced Analytic Geometry	3	3
Math.	356	Modern Algebra	3	3
Math.	357	Modern Geometry	3	3
Math.	358	Differential Equations	3	3
Math.	451	Advanced Calculus	3	3

THE FIELD OF BIOLOGY
(33 Semester Hours)

Required:

			c.h.	s.h.
Biol.	151	Zoology I	6	4
Biol.	152	Zoology II	6	4
Chem.	151	Inorganic Chemistry I	6	4
Chem.	152	Inorganic Chemistry II	6	4
Biol.	251	Botany I	6	4
Biol.	252	Botany II	6	4

Elective: (at least one course from each group)

Group I			c.h.	s.h.
Biol.	253	Ornithology	5	3
Biol.	254	Entomology	5	3
Biol.	255	Animal Ecology	5	3
Biol.	256	Field Zoology I	5	3
Biol.	257	Field Zoology II	5	3
Biol.	258	Conservation of Plant and Animal Resources	5	3
Biol.	351	Field Botany	5	3
Biol.	352	Plant Ecology	5	3

Group II			c.h.	s.h.
Biol.	259	Physiology	5	3
Biol.	260	Advanced Biology	5	3
Biol.	261	Vertebrate Embryology	5	3
Biol.	262	Histology	5	3
Biol.	353	Comparative Vertebrate Anatomy	5	3
Biol.	354	Microbiology	5	3
Biol.	355	Parasitology	5	3
Biol.	356	Genetics	5	3

THE FIELD OF CHEMISTRY

(38 Semester Hours)

Required:			c.h.	s.h.
Chem.	151	Inorganic Chemistry I	6	4
Chem.	152	Inorganic Chemistry II	6	4
Math.	151	College Algebra	3	3
Math.	152	College Trigonometry	3	3
Chem.	251	Organic Chemistry I	6	4
Ph.	251	General Physics I	6	4
Ph.	252	General Physics II	6	4
Chem.	352	Quantitative Analysis	7	3

Elective:			c.h.	s.h.
Chem.	252	Organic Chemistry II	5	3
Chem.	253	Photography	5	3
Chem.	254	Water Analysis	4	2
Chem.	255	Industrial Chemistry	5	3
Chem.	256	Advanced Inorganic Chemistry I	5	3
Chem.	257	Advanced Inorganic Chemistry II	5	3
Chem.	258	Laboratory Techniques in Chemistry	3	3
Chem.	351	Qualitative Analysis	7	3
Chem.	353	Biochemistry	6	3
Chem.	354	Physical Chemistry I	5	3
Chem.	355	Physical Chemistry II	5	3
Chem.	356	Colloidal Chemistry	6	3
Chem.	357	Instrumental Analysis	5	3
Ph.	353	Atomic Physics	6	4

THE FIELD OF COMPREHENSIVE SCIENCE
(44 Semester Hours)

Required:		c.h.	s.h.
Chem.	151 Inorganic Chemistry I	6	4
Chem.	152 Inorganic Chemistry II	6	4
Biol.	151 Zoology I	6	4
Biol.	152 Zoology II	6	4
Math.	151 College Algebra	3	3
Math.	152 College Trigonometry	3	3
Ph.	251 General Physics I	6	4
Ph.	252 General Physics II	6	4
Biol.	251 Botany I	6	4
Biol.	252 Botany II	6	4
*Geog.	353 Descriptive Astronomy	3	3
*Geog.	252 Geology	3	3
*Geog.	353 Geomorphology	3	3
*Geog.	351 Meteorology	3	3
*Geog.	352 Climatology	3	3

*One of these courses.

THE FIELD OF PHYSICS
(38 Semester Hours)

Required:		c.h.	s.h.
Math.	151 College Algebra	3	3
Math.	152 College Trigonometry	3	3
Chem.	151 Inorganic Chemistry I	6	4
Chem.	152 Inorganic Chemistry II	6	4
Ph.	251 General Physics I	6	4
Ph.	252 General Physics II	6	4
Ph.	351 Mechanics	6	4
Ph.	352 Electricity and Magnetism	6	4

Elective:		c.h.	s.h.
Ph.	253 Physical Measurements	5	3
Ph.	254 History of Physics	5	3
Ph.	353 Atomic Physics	6	4
Ph.	354 Optics	5	3
Ph.	355 Electronics	5	3
Ph.	356 Heat	6	4

Ph.	357	Demonstrations in Physics	5	3
Chem.	253	Photography	5	3
Ph.	257	Laboratory Techniques in Physics	3	3
Chem.	354	Physical Chemistry I	5	3
Ph.	358	Electrical Measurements	5	3
Ph.	360	Basic Concepts in Physics	3	3
Geog.	353	Descriptive Astronomy	3	3

THE FIELD OF SOCIAL STUDIES

(36 Semester Hours)

Required:			c.h.	s.h.
Hist.	151	History of Ancient and Medieval Civilization	3	3
Hist.	112	History of Modern Civilization	3	3
Hist.	251	History of U.S. and Pa. to 1865	3	3
Hist.	212	History of U.S. and Pa. 1865 to Present	3	3
Econ.	211	Principles of Economics	3	3
Soc.	211	Principles of Sociology	3	3
P.S.	211	American Government	3	3

Elective: (at least one course from each group)

Group I			c.h.	s.h.
Soc.	351	Contemporary Social Problems	3	3
Soc.	352	Home and Family Living	3	3
Soc.	353	Anthropology	3	3
Econ.	351	Contemporary Economic Problems	3	3
Econ.	352	Industrial Relations	3	3

Group II			c.h.	s.h.
P.S.	351	State and Local Government	3	3
P.S.	352	International Relations	3	3
P.S.	353	United Nations: Organization and Function	3	3
P.S.	354	Constitutional Law of U.S.	3	3
P.S.	355	Political Parties and Elections	3	3
P.S.	451	Comparative Government	3	3

Group III			c.h.	s.h.
Hist.	252	History of Europe before 1815	3	3
Hist.	253	History of Europe since 1815	3	3
Hist.	254	History of the Far East	3	3

Hist.	255	History of Latin America: Colonial Period	3	3
Hist.	255A	History of Latin America: National Period	3	3
Hist.	256	History of Pennsylvania	3	3
Hist.	257	History of the Near East	3	3
Hist.	354	Contemporary American History	3	3
Hist.	355	Economic History of U. S.	3	3
Hist.	356	Contemporary European History	3	3
Hist.	357	History of England to 1689	3	3
Hist.	358	History of England since 1689	2	3
Hist.	452	Diplomatic History of U. S.	3	3
Hist.	453	20th Century World History	3	3
Hist.	454	The British Commonwealth of Nations	3	3
Hist.	455	Culture of Europe: Educational Tour ... -	6	

THE FIELD OF HISTORY (30 Semester Hours)

Required:			c.h.	s.h.
Hist.	151	History of Ancient and Medieval Civilization	3	3
Hist.	112	History of Modern Civilization	3	3
Hist.	251	History of U. S. and Pa. to 1865	3	3
Hist.	212	History of U.S. and Pa. since 1865	3	3
		(Hist. 151 and 112 are prerequisites for all World and European history courses, and 251 and 212 for Amer- ican)		

Electives:

Group I: United States History			c.h.	s.h.
Hist.	354	Contemporary American History	3	3
Hist.	355	Economic History of the U. S.	3	3
Hist.	452	Diplomatic History of the U. S.	3	3
Group II: European History			c.h.	s.h.
Hist.	252	History of Europe before 1815	3	3
Hist.	253	History of Europe since 1815	3	3
Hist.	258	Renaissance and Reformation	3	3
Hist.	455	Culture of Europe (Educational Tour)	6	

Group III: Regional and World History			c.h.	s.h.
Hist.	254	History of the Far East	3	3
Hist.	255	History of Latin America: Colonial Period	3	3
Hist.	255A	History of Latin America: National Period	3	3
Hist.	256	History of Pennsylvania	3	3
Hist.	257	History of the Near East	3	3
Hist.	357	History of England to 1689	3	3
Hist.	358	History of England since 1689	3	3
Hist.	453	20th Century World History	3	3
Hist.	454	The British Commonwealth of Nations	3	3

THE FIELD OF SPANISH

(24 Semester Hours)

Required:			c.h.	s.h.
Span.	151	Elementary Spanish I	3	3
Span.	152	Elementary Spanish II	3	3
Span.	251	Intermediate Spanish I	3	3
Span.	252	Intermediate Spanish II	3	3
Span.	253	Spanish Conversation	3	3
Span.	254	Introduction to Spanish Literature	3	3
Elective:			c.h.	s.h.
Span.	351	Advanced Spanish Composition	3	3
Span.	352	Commercial Spanish	3	3
Span.	353	Spanish-American Literature I	3	3
Span.	354	Spanish-American Literature II	3	3
Span.	355	Contemporary Spanish Drama I	3	3
Span.	356	Contemporary Spanish Drama II	3	3

THE FIELD OF SPEECH

(24 Semester Hours)

Required:			c.h.	s.h.
Sp.	111	Speech I	2	2
Sp.	112	Speech II	2	2
Sp.	251	Voice and Diction	3	3
Sp.	252	Introduction to Speech Correction	3	3
Sp.	253	Introduction to the Theatre	3	3
Sp.	351	Discussion and Debate	3	3

Elective:		c.h.	s.h.
Sp.	352 Play Directing	3	3
Sp.	353 Speech Problems	3	3
Sp.	354 Oral Interpretation	3	3
Sp.	355 Theater Production	3	3
Sp.	356 Speech Pathology	3	3
Sp.	357 Speech and Hearing Clinic	3	3
Sp.	358 Psychology of Speech	3	3
Sp.	359 History of the Theater	3	3
Sp.	451 Advanced Speech	3	3
Sp.	452 Principles of Acting	3	3
Sp.	453 Applied Phonetics	3	3
Sp.	454 Radio and Television	3	3
Sp.	455 Creative Dramatics	3	3

**THE FIELD OF SAFE DRIVING AND
GENERAL SAFETY EDUCATION**
(12 Semester Hours)

Required:		c.h.	s.h.
S.E.	351 Driver Education and Traffic Safety	3	3
S.E.	211 General Safety Education	3	3
Elective:		c.h.	s.h.
S.E.	212 Organization and Administration of Safety Education	3	3
S.E.	213 Materials and Methods of Teaching Safety in the Secondary Schools	3	3
S.E.	214 The Psychology of Accident Prevention	3	3
S.E.	215 Visual and Other Aids in Safety Education	3	3

THE FIELD OF SPECIAL EDUCATION

Clarion State College is authorized to offer programs leading to certification in the following areas of Special Education:

1. Mentally Retarded (educable and trainable)
2. Speech Correction
3. Speech and Hearing Handicapped (itinerant programs)

An elementary certificate may be extended to include **Teaching of the Mentally Retarded** by completing the following program:

			c.h.	s.h.
Psy.	332	Psychology of Exceptional Children	3	3
Psy.	323	Mental Hygiene	3	3
Spec. Ed.	422	Methods of Teaching Retarded Children	3	3
Spec. Ed.	321	Curriculum Development for Exceptional Children	3	3
Spec. Ed.	429	Student Teaching (mentally retarded)	1 to 6	

Secondary education majors may complete certification requirements for Special Education (secondary) by following the above program and completing a basic course in the Teaching of Reading and a basic course in the Teaching of Arithmetic.

This certificate may be made permanent upon the completion of six additional semester hours in psychology related to exceptional children and six additional hours in methodology, curriculum and materials of instruction, and three years of satisfactory teaching experience. The following elective courses are proposed for such purposes:

			c.h.	s.h.
Psy.	334	Abnormal Psychology	3	3
Psy.	335	Social Psychology	3	3
Spec. Ed.	423	Curriculum Materials for Exceptional Children	3	3
Spec. Ed.	424	Laboratory Methods with Exceptional Children	3	3

The provisional college certificate for the **Speech Correctionist** may be obtained by completing the following program:

Psy.	332	Psychology of Exceptional Children	3	3
Psy.	323	Mental Hygiene	3	3
Sp.Cor.	421	Methods of Teach. the Speech and Hearing Handicapped	3	3
Sp.	252	Introduction to Speech Correction	3	3
Sp.	251	Voice and Diction	3	3
Sp.Cor.	232	Clinical Phonetics	3	3
Sp.Cor.	331	Clinical Practice in Speech Correction — Clinic I	3	3
Sp.Cor.	431	Hearing Problems and the Testing of Hearing	3	3

The provisional college certificate shall be made permanent upon the completion of twelve (12) semester hours of post baccalaureate work. The following elective courses are proposed for such purposes:

			c.h.	s.h.
Sp.	358	Psychology of Speech	3	3
Sp.Cor.	332	Speech Clinic II Practicum	3	3
Sp.	356	Speech Pathology	3	3
Sp.Cor.	432	Audiology	3	3
Sp.Cor.	333	Curriculum Materials for Speech Correction	3	3
Sp.Cor.	331	Speech Correction for Elementary Children	3	3
Sp.	353	Speech Problems	3	3
Sp.Cor.	233	Anatomy of Speech & Hearing Mechanisms	3	3
Psy.	331	Child Psychology	3	3

An elementary certificate may be extended for **Teaching the Speech and Hearing Handicapped** by completing the following program:

			c.h.	s.h.
Psy.	332	Psychology of Exceptional Children	3	3
Psy.	323	Mental Hygiene	3	3
Spec. Ed.	321	Curriculum Development for Exceptional Children	3	3
Sp.Cor.	421	Methods of Teaching the Speech and Hearing Handicapped	3	3
Sp.	252	Introduction to Speech Correction	3	3
Sp.Cor.	232	Clinical Phonetics	3	3
Sp.Cor.	422	Student Teaching with Speech and Hearing Handicapped	1	6

The provisional college certificate shall be made permanent upon the completion of twelve (12) credits from the following (and three (3) years satisfactory teaching of Speech and Hearing Handicapped):

			c.h.	s.h.
Sp.	358	Psychology of Speech	3	3
Sp.Cor.	351	Speech Clinic	3	3
Sp.	356	Speech Pathology	3	3
Sp.Cor.	432	Audiology	3	3
Spec. Ed.	423	Curriculum Materials for Exceptional Children	3	3

A certificate valid for teaching in the secondary schools may be extended for teaching exceptional children by following the required program above and by completing a basic course in the Teaching of Reading and a basic course in the Teaching of Arithmetic.

THE CURRICULUM IN ELEMENTARY EDUCATION

(Sequence of courses subject to change for administrative reasons.)

	1st Semester				2nd Semester		
Eng.	111:	Composition I	3	Eng.	112:	Composition II	3
Sp.	111:	Speech I	2	Sp.	112:	Speech II	2
Mus.	111:	Introduction to Music	3	Art	111:	The Visual Arts	3
Math.	111:	Basic Mathematics	3	Biol.	111:	Basic Biological Science	4
Ph.Sci.	111:	Basic Physical Science I	3	Ph.Sci.	112:	Basic Physical Science II	3
Geog.	111:	Basic Geography	3	HPE	111:	Health	2
HPE	112:	Physical Education	2- 1				
				19-18			17-17

	3rd Semester				4th Semester		
Eng.	213:	Literature	3	Ed.	223:	Social Foundations of Education	3
Psy.	211:	General Psychology	3	Hist.	112:	History of Modern Civilization	3
Hist.	212:	History of U.S. and Pennsylvania since 1865	3	Art	222:	Teaching Art in Elementary Grades	3- 2
HPE	211:	Physical Education	2- 1	Mus.	222:	Teaching Music in Elementary Grades	3- 2
		Electives	6	HPE	212:	Physical Education	2- 1
						Electives	6
				17-16			20-17

	5th Semester				6th Semester		
Psy.	320:	Human Growth and Development	5	El Ed.	325:	Modern Curriculum and Methods	5
El Ed.	324:	Teaching of Arithmetic	3	El Ed.	323:	Teaching of Reading	3
Eng.	331:	Children's Literature	3	Geog.	257:	Geography of U.S. and Canada or	
Sci.	231:	Fused Science	2	Geog.	254:	Conservation of Natural Resources	3
				Sci.	222:	Teaching Science in Elementary Grades	2
						Electives	3
				16			16

	7th Semester (or 8th)				8th Semester (or 7th)		
P.S.	211:	American Government	3	El Ed.	424:	Student Teaching	30-12
Phil.	211:	Introduction to Philosophy	3	El Ed.	422:	Professional Practicum and School Law	2- 2
Soc.	211:	Principles of Sociology					
		or					
Econ.	211:	Principles of Economics	3				
Ed.	329:	Audio-Visual Education	3- 2				
		Electives	6				
				18-17			32-14

THE CURRICULUM IN SECONDARY EDUCATION

(Sequence of courses subject to change for administrative reasons.)

1st Semester					2nd Semester				
Eng.	111:	Composition I	3	Eng.	112:	Composition II	3		
Sp.	111:	Speech I	2	Sp.	112:	Speech II	2		
Ph.Sci.	111:	Basic Physical Science I	3	Ph.Sci.	112:	Basic Physical Science II	3		
Geog.	111:	Basic Geography	3	Hist.	112:	History of Modern Civilization	3		
Math.	111:	Basic Mathematics	3	Biol.	111:	Basic Biological Science	4		
HPE	111:	Health	2	HPE	112:	Physical Education	2-1		
			<u>16-16</u>						<u>17-16</u>

3rd Semester					4th Semester				
Psy.	211:	General Psychology	3	Eng.	213:	Introduction to Literature	3		
Art	111:	The Visual Arts	3	Mus.	111:	Introduction to Music	3		
Econ.	211:	Principles of Economics or		Geog.	257:	Geography of U.S. and Canada or			
Soc.	211:	Principles of Sociology	3	Geog.	254:	Conservation of Natural Resources	3		
		Electives	6	Psy.	222:	Educational Psychology	3		
HPE	211:	Physical Education	2-1	HPE	212:	Physical Education	2-1		
			<u>17-16</u>						<u>18-17</u>

5th Semester					6th Semester				
Hist.	212:	History of U.S. and Pennsylvania since 1865	3	Ed.	329:	Audio-Visual Education	3-2		
Psy.	321:	Adolescent Psychology	2	Ed.		Methods course in field of concentration	3		
		Electives	12	Ed.	223:	Social Foundations of Education	3		
						Electives	9		
			<u>17-17</u>						<u>18-17</u>

7th Semester					8th Semester				
Phil.	211:	Introduction to Philosophy	3	Ed.	422:	Professional Practicum and School Law	2		
P.S.	211:	American Government	3	Ed.	424:	Student Teaching	30-12		
		Electives	9						
			<u>15-15</u>						<u>32-14</u>

THE CURRICULUM IN LIBRARY SCIENCE

(Sequence of courses subject to change for administrative reasons.)

1st Semester					2nd Semester				
Eng.	111:	Composition I	.....	3	Eng.	112:	Composition II	.....	3
Sp.	111:	Speech I	.....	2	Sp.	112:	Speech II	.....	2
Ph.Sci.	111:	Basic Physical Science I	.....	3	Biol.	111:	Basic Biological Science	.....	4
Math.	111:	Basic Mathematics	.....	3	Ph.Sci.	112:	Basic Physical Science II	.....	3
Hist.	112:	History of Modern Civilization	.....	3	Geog.	111:	Basic Geography	.....	3
HPE	111:	Health	.....	2	HPE	112:	Physical Education	.....	2- 1
HPE	211:	Physical Education	.....	2- 1					
			18-17						17-16

3rd Semester					4th Semester				
Art	111:	The Visual Arts	.....	3	Mus.	111:	Introduction to Music	.....	3
Eng.	213:	Introduction to Literature	.....	3	Geog.	257:	Geography of U.S. and Canada or		
Psy.	211:	General Psychology	.....	3	Geog.	254:	Conservation of Natural Resources	.....	3
Ed.	223:	Social Foundations of Education	.....	3	Psy.	222:	Educational Psychology	.....	3
L.S.	251:	Administration of School Libraries I	.....	2	HPE	212:	Physical Education	.....	2- 1
L.S.	253:	Book Selection I	.....	3	L.S.	252:	Administration of School Libraries II	.....	3
			17-17						17-16

5th Semester					6th Semester				
Hist.	212:	History of U.S. and Pennsylvania since 1865	.....	3	P.S.	211:	American Government	.....	3
Psy.	321:	Adolescent Psychology	.....	2			Methods course in academic field	.....	3
Ed.	329:	Audio-Visual Education	.....	3- 2	L.S.	452:	Enrichment materials	.....	2- 2
L.S.	351:	Catalog. and Classification I	.....	3- 2	L.S.	353:	Art for School Librarians	.....	2- 1
L.S.	353:	Reference Service I	.....	2	L.S.	352:	Catalog. and Classification II	.....	3- 2
		Electives	.....	6	L.S.	354:	Reference Service II	.....	3
			19-17						18-16

7th Semester (or 8th)					8th Semester (or 7th)				
Ed.	422:	Professional Practicum and School Law	.....	2	Phil.	211:	Introduction to Philosophy	.....	3
Ed.	423:	Library Practice and Student Teaching	.....	30-12	L.S.	451:	Books and Libraries	.....	2
					Econ.	211:	Principles of Economics		
					Soc.	211:	Principles of Sociology	.....	8
							or Electives		
			32-14						16-16



Venango Campus Student Council



Demonstration School Project

VENANGO CAMPUS ELEMENTARY COURSE OFFERINGS

(Sequence of courses subject to change for administrative reasons.)

1st Semester				2nd Semester			
Eng.	111:	Composition I	3- 3	Eng.	112:	Composition II	3- 3
Sp.	111:	Speech I	2- 2	Sp.	112:	Speech II	2- 2
Hist.	112:	Modern Civilization	3- 3	Hist.	212:	U.S. & Pa. since '65	3- 3
Geog.	111:	Basic	3- 3	HPE	111:	Health	2- 2
Ph.Sci.	111:	Basic I	3- 3	Ph.Sci.	112:	Basic II	3- 3
Math.	111:	Basic (Elem.)	3- 3	Biol.	111:	Basic	4- 4
			17-17				17-17

3rd Semester				4th Semester			
Mus.	111:	Intro. to Music	3- 3	Eng.	213:	Literature	3- 3
Soc.	211:	Prin. of Soc. (or)	3- 3	Art	111:	The Visual Arts	3- 3
Econ.	211:	Prin. of Econ. (3- 3)		Geog.	257:	Geog. of U.S. & Can. (or)	3- 3
Psy.	211:	General Psychology	3- 3	Geog.	254:	Cons. of Nat'l Res. (3- 3)	
Phil.	211:	Intro. to Philosophy	3- 3	Sci.	222:	Teach. of Elem. Sci.	2- 2
Mus.	011:	Fund. of Music	2- 1	P.S.	411:	American Government	3- 3
Ed.	223:	Social Found. of Educ.	3- 3	Art	011:	Fund. or Art	2- 1
			17-16	Eng.	331:	Children's Literature	3- 3
							19-18

VENANGO CAMPUS SECONDARY COURSE OFFERINGS

1st Semester				2nd Semester			
Eng.	111:	Composition I	3- 3	Eng.	112:	Composition II	3- 3
Sp.	111:	Speech I	2- 2	Sp.	112:	Speech II	2- 2
Hist.	112:	Modern Civilization	3- 3	Hist.	212:	U.S. & Pa. since '65	3- 3
Geog.	111:	Basic	3- 3	HPE	111:	Health	2- 2
Ph.Sci.	111:	Basic (or)	3- 3	Ph.Sci.	112:	Basic II (or)	3- 3
Chem.	151:	General Inorganic (6- 4)		Chem.	152:	General Inorganic (6- 4)	
Math.	111:	Basic (Sec.) (or)	3- 3	Biol.	111:	Basic (or)	4- 4
Math.	151:	College Algebra (3- 3)		Math.	152:	Trigonometry (3- 3)	
			17-17				17-17

3rd Semester				4th Semester			
Eng.	213:	Literature I	3- 3	Art	111:	The Visual Arts	3- 3
Mus.	111:	Intro. to Music	3- 3	Geog.	257:	Geog. of U.S. & Can. (or)	3- 3
Soc.	211:	Prin. of Sociology (or)	3- 3	Geog.	254:	Cons. of Nat'l Res. (3- 3)	
Econ.	211:	Prin. of Economics (3- 3)		Psy.	222:	Educational	3- 3
Psy.	211:	General	3- 3	P.S.	411:	American Government	3- 3
Phil.	211:	Intro. to Phil.	3- 3			Elective	3- 3
Ed.	223:	Social Found. of Educ. (3- 3)					
		(or) Elective (3- 3)					
			18-18				15-15

Proposed Electives							
Math.	251:	Analytic Geometry	3- 3	Math.	252:	Calculus I	3- 3
Ph.	251:	General Physic I	6- 4	Ph.	252:	General Physics II	6- 4
Chem.	251:	Organic	6- 4	Chem.	352:	Quant. Analysis	7- 3
Biol.	251:	Botany	6- 4	Biol.	252:	Botany II	6- 4
		Foreign Language	3- 3			Foreign Language	3- 3
Eng.	251:	English Literature	3- 3	Eng.	252:	American Literature	3- 3

COURSE DESCRIPTIONS

ART

The courses of the Art Department are structured to develop an understanding of the place of the visual arts in education and society. Specific courses related to public school art at the elementary level emphasize the relationship of Art to other curricular areas, investigate creative growth, and provide studio experiences in various media and processes.

Students may also pursue a Minor Field of Concentration in Art Education. Courses in this area are designed to provide the classroom teacher with greater skills and broader understandings of the function of Art in elementary education.

A strong elective program is also available to any student, regardless of curricula, and affords advanced work in both two and three-dimensional expression.

Art 011: Art Fundamentals 1 s. h.

A course in the fundamentals of Art expression. Principles of design and their application to art products are discussed and made meaningful through studio work. Techniques and various approaches to basic skills in drawing, color, texture, form and space are given attention.

Art 111: The Visual Arts 3 s. h.

The great trends in the visual arts, both past and contemporary, and their relationship to society are studied. An examination of the nature of creative artistic expression is made. Emphasis is also given to the utilitarian aspects of art. These include architectural design, community art forms, products of an industrial society, and commercial uses of art. Studio experiences are provided to assist the student in forming a deeper understanding and sensitivity to all art forms.

Art 231: Studio Experiences in Art Processes 2 s. h.

This is a basic course designed to develop sensitivity and insight into a meaningful elementary art program. Students develop skills, imagination, and techniques to increase understandings in the visual forms. Various projects make use of crayons, chalk, tempera, watercolor, clay, sculptural media, printing techniques, and scrap materials. Work is both two and three-dimensional in character.

Prerequisite: Art 011 or equivalent preparation.

Art 222: Teaching Art in the Elementary Grades 2 s. h.

The place of art in the elementary public school curriculum is studied and discussed. Lectures center around the creative growth and development of the child at different age levels and the fusion of art with the life experiences of the child. Techniques of lesson planning, presentation and classroom procedure at the elementary level are developed and utilized in actual teaching situations. Discussions, observations in schools, individual research problems, written reports and visual materials provide broad practical experiences. Prerequisite: Art 231 or equivalent preparation.

Art 232: Experimental Art Techniques 3 s. h.

The primary aim of this elective course is to develop expression in drawing, oils, watercolor, casein and the graphic arts. Investigations in some specific areas which meet student needs and interests are encouraged. Open to all curricula.

Art 233: Art Crafts

3 s. h.

This is a course with a dual purpose. First, it is an enrichment course meant to give vital experience with the arts and crafts to any college student, either secondary or elementary. Second, it is to provide sufficient knowledge and skill for teaching of the arts and crafts in the elementary field. A great deal of freedom is given students in initiating their own projects and carrying them out. Stenciling, weaving, decorative painting, and modeling are only a few of the many offered.

Art 234S: Elementary Art Workshop

3 s. h.

A workshop designed to meet the needs of teachers in service. Emphasis is placed on newer approaches and presentations, art and other school subjects, materials, processes, and equipment used in today's elementary art program. Offered in summers only.

Art 235: Practical Problems in Art Education

3 s. h.

Practical problems in art education may be and usually are varied in nature. Some students require more information regarding methods of teaching and others feel that more art techniques are desirable. Whatever the students regard as problems are considered the objectives of the course and are studied to the point where students' needs are considered to be satisfied.

Art 236: Creative Design

3 s. h.

A study of the basic principles of line, color, and texture in both two and three dimensions. Creative approaches are stressed rather than formal principles. Major attention is placed on the exploration of materials and processes and their application to elementary activity.

Recommended for students pursuing Minor Field of Concentration in Art Education.

Art 237: Drawing and Composition

3 s. h.

Problems in basic drawing and composition techniques in various media. Inventive interpretations from varied visual materials and imaginative approaches. Use of blackboard and other supports are emphasized. Recommended for students pursuing Minor Field of Concentration in Art Education.

Art 300: Ceramics

3 s. h.

Design and construction of clay pieces in varied techniques and approaches. Basic clay and glaze technology, hand building, throwing, turning, and firing processes.

Art 311: Graphic Media and Techniques

3 s. h.

Broad experiences in a wide range of media and processes of graphic expression. Both old and new approaches in lino-cuts, wood block, etching, dry point, lithography, seri-graphy, and exploration with new techniques.

Art 312: Handcrafts

3 s. h.

Course is structured to assist student development in basic craft media and processes. Attention is given to construction in varied materials, weaving, leather craft, textile work, model construction, and other related areas. The richer aspects of the plastic elements and design are emphasized.

Art 313: Crafts in the Elementary Schools

3 s. h.

Broad experiences with a variety of media common to today's elementary program. Commercially made and discarded materials for craft production are utilized and evaluated as to their potential and value. Source material is developed to assist in planning craft activity. A useful course for those engaged in summer playground work.

Art 315: Landscape Painting

3 s. h.

A basic course serving as an introduction to the problems of landscape painting. Use of oil, casein, watercolor, and mixed media in work taken directly from nature, imagination, and memory.

EDUCATION AND PSYCHOLOGY

The Department of Education and Psychology provides the professional preparation for prospective teachers in elementary and secondary schools. The preparation of superior teachers includes the need for knowledge of what to teach, when to teach it, where to teach it, how to teach it, and to whom it can most effectively be taught. It is to the satisfying of these needs that the Department of Education and Psychology applies its efforts.

The Department provides opportunities for prospective teachers to begin cultivating their interests in specializing in the areas of guidance and personnel work, audio-visual education, reading, and other specialities found within the broader fields of secondary and elementary education.

Through institutes and conferences the Department of Education and Psychology attempts to provide further training for teachers in service and thus advance the general welfare of the Commonwealth.

The Department subscribes to and provides opportunities for developing professional and ethical philosophies which encompass good standards of practice within the fraternity of the American teaching profession.

EDUCATION

Ed. 221: Developmental Reading

3 s. h.

A broadly based course which emphasizes improvement in rate, comprehension, reading taste, and independence in quality and quantity of reading. Students are introduced to wide and varied sources of reading and numerous means of improvement in reading skills. Instruction in theory and an introduction to the possibilities of a supplementary mechanical program for reading improvement are included.

Ed. 223: Social Foundations of Education

3 s. h.

An introductory course to the social, historical and philosophical foundations of education and to the relationship between schools and American society. Requirements and opportunities of professional careers in education are related to undergraduate and graduate programs of teacher preparation.

Ed. 321: Methods of Teaching and Evaluating English

3 s. h.

This course gives consideration to the following: (1) the place of English in the curriculum of the free public school in America; (2) specific procedures for teaching and evaluating oral and written composition, English usage, and literature; (3) the school-wide English program; and (4) the administration of the school paper and the yearbook.

Ed. 322: Methods of Teaching and Evaluating French

3 s. h.

This course includes training in phonetics as well as in teaching procedures currently considered most effective at the secondary and also the elementary levels. Prerequisite: French 251.

Ed. 323: Methods of Teaching and Evaluating Geography

3 s. h.

A survey of available materials and current curricula in the field of geography form the basis for an analysis of modern techniques in the teaching of geography. Emphasis is placed on the nature, scope, and contributions of geography to general education. Time is devoted to the evaluation of recent textbooks, supplementary readers, government publication, magazines, maps, and pictures. The development of the best methods, techniques, and skills in the use of all teaching aids and in the guiding of pupils in their study is the leading objective of the course.

Ed. 324: Methods of Teaching and Evaluating Mathematics

3 s. h.

Place and function of mathematics in secondary education; content and the improvement and evaluation of instruction in mathematics; acquaintance with current literature and research; observation in secondary schools. Prerequisite: 9 hours of college mathematics.

Ed. 325: Methods of Teaching and Evaluating Science 3 s. h.

This course is planned to give the prospective science major a thorough grounding in the problems of teaching science. The objectives of the science program in the secondary school, selection of textbooks, sources of suitable literature, how to secure materials for instruction, the preparation of units, and special techniques are studied. Prerequisites: 12 hours of work in major field.

Ed. 326: Methods of Teaching and Evaluating Social Studies 3 s. h.

This course is intended to familiarize prospective teachers with desirable methods which may be used in teaching the social studies. Emphasis is placed on the philosophy, objectives, course of study, and organization of subject matter for teaching purposes, curriculum materials, procedures and development.

Ed. 327: Methods of Teaching and Evaluating Spanish 3 s. h.

Materials, methods, and problems are covered in the teaching of Spanish on the secondary level. Observations and readings in methodology are extra-class activities.

Ed. 328: Methods of Teaching and Evaluating Speech 3 s. h.

A Methods course designed to prepare seniors for student teaching. Consideration is given to such areas as: the place of speech in education, classroom procedures, diagnosis of speech needs, criticism of classroom speaking, evaluation of results of instruction, and supervision of extra-curricular activities. Prerequisites: 13 credits in Speech including Sp. 111-112.

Ed. 329: Audio-Visual Education 2 s. h.

This course includes the practical and useful study of audio, visual, and audio-visual aids. Methods of use and application of various sensory devices in classroom teaching situations are demonstrated. The field is surveyed, and certain aids are prepared by the student in practical working procedures. Such areas as the sound motion picture; bulletin board materials; opaque projection; observation of films, filmstrips, and slides; listening to records, tape recordings, and sound filmstrips give the student a varied series of perceptive visual-sensory experiences.

Ed. 422: Professional Practicum Including School Law 2 s. h.

Special attention to the practical application of techniques of teaching and classroom management, comparison of techniques in specialized areas, typical problems encountered in student teaching, general principles of school law, and Pennsylvania school laws pertaining to the work of the classroom teacher. Limited to student teachers except by special arrangement.

Ed. 423: Library Practice and Student Teaching 12 s. h.

Two major assignments are required: the equivalent of one half time in public school library practice and the equivalent of one half time in classroom academic teaching, both under the supervision of approved cooperating librarians and teachers in public school student teaching centers affiliated with the college.

Ed. 424: Secondary Student Teaching 12 s. h.

Observation and participation in teaching and in activities related to the performance of a teacher's work, in the area of the student's specialization. Assignments for secondary student teaching are completed at off-campus public school student teaching centers associated with the college.

Ed. 425: Diagnostic and Remedial Reading 3 s. h.

Provides theory and practicum for the remediation of reading problems in the classroom, including skills, the use of tools, and methods with which to discover and correct the physical, emotional, and mental factors involved in reading problems. Prerequisite: El. Ed. 323 or Teaching Experience.

Ed. 426: Reading Problems in the Secondary School 3 s. h.

Consideration of the students who have reading disabilities. It proposes to prepare the teacher to plan corrective procedures which will eventuate the return of the student to his appropriate level of reading and comprehension in the diversified and comprehensive reading needs of the secondary school. Prerequisite: Ed. 425.

Ed. 431: Teaching the Exceptional Child 3 s. h.

A consideration of the problems connected with the education of the non-typical child — the mentally handicapped, the gifted, the blind, the deaf, the crippled, speech defective, and socially maladjusted. The selection, construction and adaptation of learning aids and materials.

ELEMENTARY EDUCATION

El Ed. 231: Creative Activities 3 s. h.

Exploration of the nature and value of creativeness, together with classroom opportunities for its development. Consideration of the unit of work and the guidance of children in creative learning and expression. Student participation in individual and group projects by which they demonstrate how creativeness can be fostered in the elementary school.

El Ed. 321: Child Development 3 s. h.

Acquisition of understanding and appreciation of the mental, physical, social and emotional aspects of development. Emphasis on techniques of motivation, principles of learning, the role of individual differences, and environmental factors affecting attitudes, personalities, and growth and intellectual interests. Lectures, discussions, readings, and reports required.

El Ed. 323: Teaching of Reading 3 s. h.

An overview of the physiological and psychological aspects of reading; the materials and methods applicable for group and individual instruction in the elementary grades.

El Ed. 324: Teaching of Arithmetic 3 s. h.

This is a combination of a methods course and a professionalized subject matter course. Emphasis is placed upon the scope and sequential development of the arithmetic program, meaningful instruction in arithmetic, and available materials for implementing the arithmetic program. Problem solving, diagnostic work, and testing are stressed.

El Ed. 325: Modern Curriculum and Methods 5 s. h.

An integrated course coordinating theory and practice in the teaching of social studies, language arts, and health and physical education. Methods and materials applicable to unit type teaching, to the core curriculum, and to more traditional formations of the school are developed as emphasis is placed on the selection, organization, and evaluation of experiences and materials for elementary school children.

El Ed. 332: Nursery-Kindergarten Education 3 s. h.

Study of the function of pre-school and kindergarten programs in relation to the growth and development of children with a consideration of developmental and environmental influences on emotional problems. Study of the curriculum, physical environment, and such areas as music, literature, arts, science, creative expression, home-school relations, and dramatic play. Campus school experiences, directed reading, and films. Prerequisite: El Ed. 321.

El Ed. 422: Professional Practicum Including School Law 2 s. h.

Problems, practices, and regulations attending student teaching professional experiences. Coordination of the student teaching program with the educational objectives of the student teaching centers. Pennsylvania school laws relevant to the work of the beginning elementary school teacher. Practical interpretations of professional ethics and the functions of professional organizations.

El Ed. 424: Elementary Student Teaching 12 s. h.

Observation and participation in teaching and in activities related to the performance of a teacher's work. The semester's program is divided into two student teaching assignments, involving experience at two grade levels. Most assignments for elementary student teaching are completed at public school off-campus student teaching centers associated with the College.

HEALTH AND PHYSICAL EDUCATION**HPE 111: Health Education** 2 s. h.

Consideration of the physical and mental equipment of the individual and of the practical application of health knowledge in personal and community living.

HPE 112: Physical Education I 1 s. h.

The development and practice of skills and attitudes in seasonal activities which may be carried on in college and after college. Achievement tests are given to determine the needs of the student.

HPE 211: Physical Education II 1 s. h.

A continuation of Physical Education I with greater emphasis and active participation in activities learned in Physical Education I.

HPE 212: Physical Education III 1 s. h.

Specialization in selected activities aimed to bring personal performance ability to advanced levels.

SAFETY EDUCATION**SE 211: General Safety Education** 3 s. h.

The development of habits and attitudes that will make for safe living by both teachers and students. Acquaintance with 1. Rules, regulations, and laws concerning the operation of motor vehicles; 2. Rules and regulations of pedestrian travel; 3. Other hazards to which we are commonly subjected, such as fire, electricity, etc., especially in the home and school.

SE 212: Organization and Administration of Safety Education 3 s. h.

Curriculum content and experiences for all school grades in safety education, its organization and graduation for teaching purposes. Ways and means of administering a safely education program.

SE 213: Methods and Materials for Teaching Safety in the Secondary Schools 3 s. h.

The study of evaluative techniques, content, methods and teaching aids in the program of Safety Education in the secondary schools.

SE 214: Psychology of Accident Prevention 3 s. h.

Relates the achievement of behavior outcomes relating to safe living to the psychological factors and techniques essential in the learning process. A review of the literature and experimentation relative to proneness to accidents, effect of alcohol on drivers, reaction times, etc.

SE 215: Visual and Other Aids in Safety Education 3 s. h.

Evaluation and use of posters, charts, radio, projectors, and special aids in the teaching of Safety Education.

SE 351: Driver Education and Traffic Safety 3 s. h.

Classroom instructions combined with road training and the teaching of driving to beginners using dual control cars. Emphasis is placed upon the essential facts, principles, skills and attitudes necessary for good driving and the teaching of same to beginning drivers. Ability to use and interpret the results of psycho-physical testing is required.

PSYCHOLOGY

Psy. 211: General Psychology 3 s. h.

A comprehensive study of the origins, motives, and modifications of human behavior with emphasis on the scientific study of human conduct; the importance of man's biological inheritance, and the significance of the socio-economic environment in influencing human living. Attention is given to the simpler techniques in psychological experimentation.

Psy. 222: Educational Psychology 3 s. h.

The nature of the learning process and the application of the principles of psychology to the problems of learning and teaching with special emphasis on the correlated problems of maturation, individual differences, and psychological adjustment. A minimum of interpretive statistical and evaluative skills is included.

Psy. 320: Human Growth and Development 5 s. h.

Acquisition of understanding and appreciation of the mental, physical, social, and emotional aspects of development. Emphasis on techniques of motivation, principles of learning, the role of individual differences, the improvement of study habits, and environmental factors affecting attitudes, personalities, growth, and intellectual interests. Directed observation of children at various grade levels, lectures, discussions, readings, and reports.

Psy. 321: Psychology of Adolescence 2 s. h.

An understanding of the self concept during the adolescent period of human development and an appreciation of the basic problems inherent to the stresses of changing status through physical, social, and sexual maturation. Prerequisite: Psy. 211.

Psy. 323: Mental Hygiene 3 s. h.

Problems of personality and mechanisms of adjustment, including study of the origin and resolution of conflicts and the role of emotion in the pattern of behavior are studied. Prerequisite: Psy. 211.

Psy. 331: Child Psychology 3 s. h.

Understanding of the child as an individual in all phases of maturation. A basic empathy of the psychological, physical, and social needs of children is implemented through utilization of the facilities for observation provided in the training school. Prerequisite: Psy. 211.

Psy. 332: Psychology of Exceptional Children 3 s. h.

The nature and characteristics of the blind, the deaf, the crippled, speech defective, mentally handicapped, gifted, and socially maladjusted. Objectives are to promote a functional understanding of the psychological manifestations of their behavior, the treatment of same, and the guiding principles involved in their learning. Prerequisite: Psy. 211.

Psy. 333: Child Adjustment 3 s. h.

The study of the child, his emotional needs, the relation of personal and environmental factors in his adjustment, mode of adjustment, and the role of the teacher and special agencies in facilitating his adjustment. Use of case histories, directed observations and project work in developing techniques useful to the teacher in improving his skill in working with children.

Psy. 334: Abnormal Psychology 3 s. h.

Study of symptoms, causes, prevention, and social significance of mental abnormalities, disorders, and personality disturbances; significance of aberrations as found in psychoneuroses, psychoses, character disorders, alcoholism, drug addiction, and feeble mindedness.

Psy. 335: Social Psychology 3 s. h.

Nature, meaning, basic causal factors and conditions of social and personal maladjustment in home, school, and community; the work of agencies which serve children in constructive community programs.

ENGLISH**Eng. 111: Composition I****3 s. h.**

This course emphasizes library orientation, research writing, composition, style and usage, and the reading of literary types. In sections which require it, remedial work is done in punctuation, basic grammar, and spelling.

Eng. 112: Composition II**3 s. h.**

The course affords further practice in effective writing. Stress is placed on the organization of various types of expression through reading, discussion, and interpretation of selected literature. Continued functional practice in mechanics is taught when deemed necessary by the instructor. Reading includes study of two novels. Prerequisite: Eng. 111.

Eng. 213: Introduction to Literature**3 s. h.**

As an introduction to literature, this course is designed to provide opportunities for extensive reading which will familiarize students with the development of human thought as it has found expression in the recognized literary masterpieces of all times and peoples.

Eng. 251: English Literature**3 s. h.**

The course in English Literature is a survey of the literature of England beginning with Beowulf and moving through each literary and historical period. Representative selections from the recognized great in the literature of England are read. Emphasis is placed on the influence the history of the country has had upon its literature.

Eng. 252: American Literature**3 s. h.**

The work in American literature is a survey of the literature and the social history of America. Samples of significant work from American writers are studied.

Eng. 253: Philology and Grammar**3 s. h.**

The course is devoted, first, to an intensive study of formal English grammar and, second, to a consideration of the historical background of the English tongue and the major sources of English vocabulary.

Eng. 254: American Prose**3 s. h.**

The course in American prose considers both fiction and non-fiction work representative of American thinking and writing. Attention is given to social, political, and intellectual background related to selections studied.

Eng. 255: Pre-Shakespearian Literature**3 s. h.**

This course is a study of the development of literature in England prior to 1600. Particularly treated are Beowulf, the Arthurian epics, Chaucer, Spencer and the medieval drama.

Eng. 256: Seventeenth Century Literature**3 s. h.**

The course consists of study of John Milton and other important writers such as Bunyan, Walton, Donne, and various Cavalier and Puritan poets. The relation of the literature to the social, religious, and political history of the century is emphasized.

Eng. 257: The Novel to 1870**3 s. h.**

The development of the novel in English as a major literary form is traced from its beginning in the mid-eighteenth century to Hardy and Twain through the reading and analysis of representative novels.

Eng. 258: Short Story**3 s. h.**

The work of this course consists of lectures on the historical development of the short story followed by an intensive study of representative types. Class work is supplemented by extensive individual reading.

- Eng. 331: Children's Literature** 3 s. h.
A study of the best in children's literature, both old and new, and the age when it is most appreciated. Students are acquainted with the history of children's literature, authors, illustrators, children's periodicals, and sources available for book selection. Wide reading of children's books, story telling, and oral reading are required.
- Eng. 332: Language Arts** 3 s. h.
The course is planned to develop personal competence and proficiency in the phonetic analysis of words, use of the dictionary, analysis of spelling difficulties, cursive and manuscript penmanship, oral discussion techniques, parliamentary procedures, narration techniques, extemporaneous dramatics, oral reading, expository writing and functional grammar.
- Eng. 351: Advanced Composition** 3 s. h.
Advanced composition emphasizes writing experience in critical, expository, descriptive, argumentative, and creative work through intensive study of examples, frequent papers, and critical discussion of students' work.
- Eng. 352: American Poetry** 3 s. h.
The course is devoted to a study of the work of poets representative of American culture from the colonial period to the present.
- Eng. 353: Shakespeare** 3 s. h.
The work of this course is a study of selected comedies, tragedies, and historical plays by Shakespeare, together with the social, historical, and literary background necessary for their full appreciation.
- Eng. 354: Eighteenth Century Literature** 3 s. h.
Representative works of major Restoration and eighteenth century writers, such as Pepys, Dryden, Swift, Addison, Steele, Pope, Johnson, and Goldsmith, are considered in relation to the social, political, and intellectual climate of the age.
- Eng. 355: Novel since 1870** 3 s. h.
Through lectures and discussions the course examines trends in the development of the English and American novel since 1870. Six to eight representative novels are intensively studied.
- Eng. 356: Romantic Literature** 3 s. h.
The major works of Wordsworth, Coleridge, Byron, Shelly, Keats, and their contemporaries are considered and related to the intellectual, political, and social currents of the time.
- Eng. 451: Contemporary Poetry** 3 s. h.
This course in contemporary poetry is devoted to consideration of representative verse published in both England and America since 1870.
- Eng. 452: Modern Drama** 3 s. h.
A comprehensive view of the best dramatic literature of the modern American and British theater since 1890 is presented through lectures, discussion, and experiences related to the contemporary stage.
- Eng. 453: The Essay** 3 s. h.
This course includes the study of a collection of essays, both historical and current, with emphasis placed on a discussion of the main ideas included in these works of non-fiction. A selected list of essays is assigned for individual analysis. Wide reading in current periodicals is encouraged.
- Eng. 454: Victorian Literature** 3 s. h.
The course in Victorian literature begins with a study of the many economic, social, religious, and political problems that disturbed nineteenth century England. The work of the major poets, essayists, and novelists is studied with particular care. Among the poets, Tennyson and Browning and the Pre-Raphaelites are given close attention. Novels representative of a half dozen of the most important fiction writers of the period are read and discussed.

Eng. 455: Criticism**3 s. h.**

The course emphasizes a historical study of literary criticism and aesthetic theory with emphasis upon modern trends.

FOREIGN LANGUAGE

The Objectives of Foreign Language Teaching are:

1. To promote better feeling between peoples of different lands by instilling students with a better understanding of the customs, cultural pursuits, and national objectives of those foreign peoples.
2. To attempt to make the student as fluent as possible in the foreign language studied.
3. To give the student a good understanding of the grammatical makeup of the language studied.
4. To demonstrate practical and functional methods of teaching the language so that those who are students now may make capable teachers later on.

FRENCH

Fr. 151: Elementary French I**3 s. h.**

This course includes pronunciation, conversation and elementary French Grammar. Stress is placed on accurate grammatical construction, by use of French to English translations as well as English to French translations. Conversation is stressed in class and each student is urged to use the language as much as possible in class.

Fr. 152: Elementary French II**3 s. h.**

This course is a continuation of Fr. 151 with special stress on irregular verbs and the construction of tenses.

Fr. 251: Advanced French Grammar I**3 s. h.**

This course includes a review of French grammar with special emphasis on all the more common irregular verbs and idioms. Attention is given to correct pronunciation and reading aloud in French. The aim of the course is to provide a good background for future work in French. Prerequisite: 2 years of high school French or equivalent.

Fr. 252: Advanced French Grammar II**3 s. h.**

A continuation of French 251 with emphasis on the subjunctive mood and advanced composition.

Fr. 253: French Short Stories**3 s. h.**

The greatest of the French masters of the short story of the nineteenth and twentieth centuries. Consideration of social forces and American and Russian writers as influences on the French short story forms an integral part of the course. Prerequisite: Fr. 251.

Fr. 351: French Civilization**3 s. h.**

A survey of French history, geography, and culture designed to equip teachers with the materials necessary to the presentation of the language as a rich, meaningful, and integral part of a great civilization. Prerequisite: Fr. 251.

Fr. 352 and 353: Survey of Literature I and II**Each course 3 s. h.**

Eight centuries of French literature from the Middle Ages on through the Renaissance and the intervening periods to the present day. From the Song of Roland to Sartre the greatest of French writing is studied. Prerequisite: Fr. 251.

Fr. 354 and 355: Development of the French Novel I and II

Each course 3 s. h.

A study of the genre from the courtly novel of the late twelfth century to the anti-novel of the post-war twentieth century, with special concentration on such masters as Flaubert, Stendhal, Balzac, Proust, and Gide. Prerequisite: Fr. 251.

Fr. 356: Contemporary French Theater

3 s. h.

An analysis of the various trends and main currents of the French drama from 1900 to the present time. Significant plays are studied and discussed. Prerequisite: Fr. 251.

Fr. 357: Modern French Poetry

3 s. h.

From Baudelaire as the precursor of Symbolism with such outstanding poets as Verlaine, Rimbaud, and Mallarme, this course proceeds through a study of all the important poetic currents to Valery and the other great poets of the modern school. Special consideration is given to socio-economic influences on the work of the poets studied. Prerequisite: Fr. 251.

Fr. 358: French Classical Drama

3 s. h.

The masterpieces of Corneille, Moliere, and Racine are read, after a consideration of the early history of the drama. Prerequisite: Fr. 251.

SPANISH

Span. 151 and 152: Elementary Spanish I and II

Each course 3 s. h.

Oral-aural work is stressed in this course. Fundamentals of grammar, correct pronunciation, culture, and writing in Spanish are also included. Easy reading texts are introduced in the second semester to facilitate students' reading comprehension.

Span. 251 and 252: Intermediate Spanish I and II

Each course 3 s. h.

A study of formal grammar and composition is emphasized. Conversational abilities are further developed. Films, records, and collateral readings develop the cultural aspects.

Span. 253: Spanish Conversation

3 s. h.

Spoken Spanish is stressed. Review and drill in pronunciation and grammar are included. A knowledge of practical conversational Spanish is promoted by means of songs, recordings, films, and games.

Span. 254: Introduction to Spanish Literature

3 s. h.

The various periods of Spanish literature from the Middle Ages to the twentieth century are examined and discussed. Each student reads and reports on novels other than those in the anthology. Discussions and reports are made in the vernacular.

Span. 351: Advanced Spanish Composition

3 s. h.

This course is designed to give students a sound structural background for effective written communication in a variety of situations.

Span. 352: Commercial Spanish

3 s. h.

Exercises of a practical nature acquaint the student with the essence of Spanish correspondence and business forms.

Span. 353 and 354: Spanish American Literature I and II

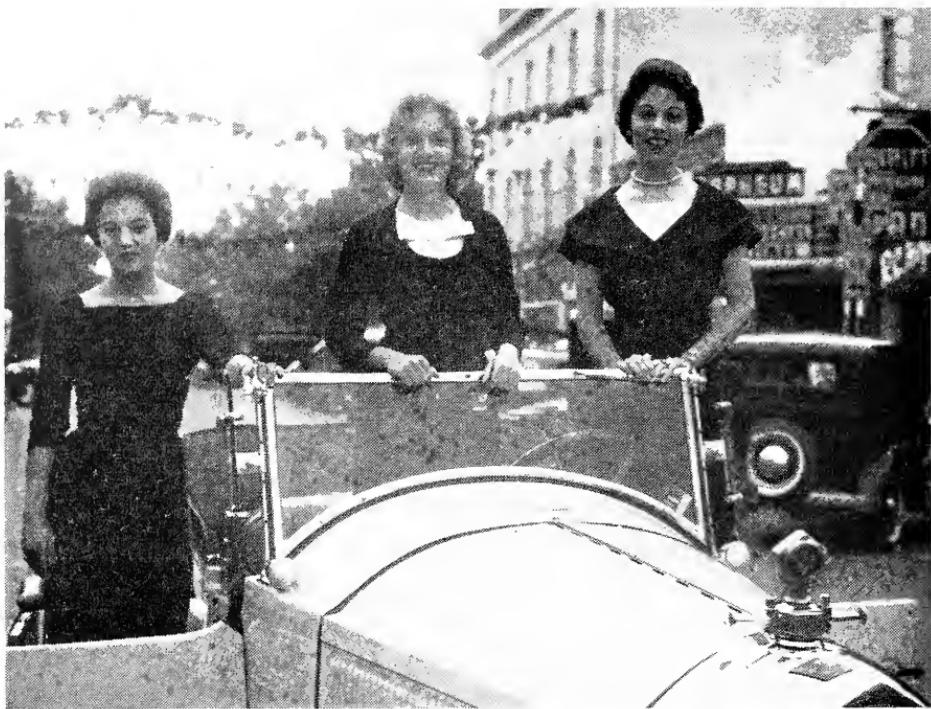
Each course 3 s. h.

A survey of the literature of the Spanish American countries includes the writings of Palma, Bazan, Lillo, Quiroga, Dario, and Cata. Activities include supplementary readings, oral and written reports.

Span. 355 and 356: Contemporary Spanish Drama I and II

Each course 3 s. h.

The masterpieces of the best in Spanish drama are read after a consideration of the history of the works. Outside readings and reports are additional activities.



Homecoming Queen and Attendants



Freshman Customs

GEOGRAPHY

The purpose of the geography department is to aid students in developing knowledge, understandings, attitudes, and skills that are essential to the teaching profession. Geography is the study of cause and effect; the influence of man's environment upon his needs, interests, problems, and activities. It involves a knowledge of all phases of the natural environment and an understanding of people's adjustments to their environment. A knowledge of our earth and its people will be a great asset to students and teachers; therefore, college students should elect geography courses whenever possible.

Common Objectives of the Courses in Geography are:

1. To develop a knowledge and appreciation of the relationship of man's activities to his natural environment.
2. To gain a knowledge of topography, climate, soil, vegetation, minerals, water, and location which are significant in developing geographic understanding.
3. To develop the ability to think geographically in terms of relationships.
4. To gain a sympathetic understanding of and a respect for people who inhabit lands unlike our own, thus helping the student avoid national prejudices and racial antagonism.
5. To recognize the importance of wise utilization of our land and all its resources.
6. To acquire ability and skill in obtaining geographic information from landscapes, pictures, maps, books, and current literature.
7. To acquire the habit of evaluating all geographic information attained from various sources.
8. To organize geographical units of study.

Geog. 111: Basic Geography

3 s. h.

A basic course organized to develop a knowledge and appreciation of the physical factors of the environment, and man's adjustment to them. World patterns of land forms, climate, soils, vegetation, etc., are emphasized in relation to man's utilization of his spatial environment.

Geog. 251: Economic Geography

3 s. h.

A study of the production, distribution, and utilization of the world's basic commodities. Particular emphasis is placed upon the relationship of physical factors and economic conditions to the existence and distribution of the world's major occupations. World trade is also examined and special attention is given to trade routes, types of carriers, commodities carried, and their points of origin and destination. Prerequisite: Geog. 111.

Geog. 252: Geology

3 s. h.

A study which deals with all the features of the earth's surface and with the origin, composition, structure, and inhabitants of the earth. It has a two-fold division: one treats the rocks composing the earth, the movements within it, and its surface features and the agents that form them; the other traces the changing distribution of land and seas upon the earth and gives the story of the life inhabiting it.

Geog. 253: Geomorphology

3 s. h.

A study of the physical phenomena as dynamic forces affecting man. The content of the course consists of a systematic study of land forms, their origin and the forces that produced them, soils, minerals, water resources, and their effect on man. Prerequisite: Geog. 111.

Geog. 254: Conservation of Natural Resources 3 s. h.

Attention is given to the problems of conservation in the public schools; the study of the utilization of the nation's resources of water, land, forests, wildlife, minerals, power, and man.

Geog. 255: Trade and Transportation 3 s. h.

The course is intended to develop an understanding of the interdependence of regions, nations, industries and the necessity for efficient transportation and communication. Factors that influence the type of transportation that will be used are studied. Consideration is given to changes in methods of transportation, and the possible future needs; such as Great Lakes-St. Lawrence Seaway, jet air service, and great circle routes. Prerequisite: Geog. 111.

Geog. 256: Geography of Pennsylvania 3 s. h.

A regional analysis of Pennsylvania, emphasizing man's cultural and economic response to environment factors. Special attention is given to the resources of the state, analyzing their extent, their use, the need for well directed conservation, and the regional planning program of the Commonwealth. Field trips are an integral part of the course. Prerequisite: Geog. 111.

Geog. 257: Geography of the United States and Canada 3 s. h.

A regional study of the United States and Canada, considering man's adjustment to the physical factors of relief, climate, soil, vegetation, and mineral resources. Political structure, and the relations between the two countries and the rest of the world are analyzed from a geographic point of view. Particular emphasis is placed on Pennsylvania and its relationship in the regional geography of United States and Canada. Prerequisite: Geog. 111.

Geog. 351: Meteorology 3 s. h.

A systematic study of the atmosphere. The course analyzes the laws and underlying principles of atmospheric change. An opportunity is afforded the student to become familiar with the common weather instruments, to observe and record weather data, to read and interpret weather maps, and to consider the problems of aviation growing out of atmospheric conditions. Prerequisite: Geog. 111.

Geog. 352: Climatology 3 s. h.

A systematic study of the climatic regions of the world and the advantages and limitations of each for man's occupancy. The physical aspects of the atmosphere, and the regional characteristics of climate are investigated. The course is valuable background material for the course World Problems in Geography. Prerequisite: Geog. 111.

Geog. 353: Descriptive Astronomy 3 s. h.

The laboratory work of this course consists of identification of major constellations and of various types of heavenly objects. The theory deals with methods of measurement of astronomical distances and with various theories of the cosmic origins.

Geog. 354: Historical Geography of the United States 3 s. h.

A study of the natural and cultural regions of Pre-Columbian United States; and the geography of the settlement and regional development of the country to 1890. Prerequisite: Geog. 111.

Geog. 355: Geography of the Soviet Union 3 s. h.

This regional study affords the student an opportunity to obtain information about Russia that can be obtained in no other course. It deals with Russia's location, size, surface features, climate, vegetation, soils, mineral wealth, occupation, production, transportation, and government. Russia's future production and economic and political influences are considered. Prerequisite: Geog. 111.

Geog. 356: Geography of Europe 3 s. h.

A regional course designed to develop unbiased understanding of the economic problems of Europe. Geographic relationships underlying land utilization, boundary disputes, and dominant international problems are considered. The Soviet Union is not included in this course. Prerequisite: Geog. 111.

Geog. 357: Geography of Asia 3 s. h.

A regional course designed to develop an understanding of the relationships of the economic, social, and political life of the people to their spatial environment. Problems of over population, standards of living, natural resources, industry, and government are emphasized. The Soviet Union is not included in this course. Prerequisite: Geog. 111.

Geog. 451: Cartography 3 s. h.

A study of the basic concepts in map design and techniques of map construction. Although special emphasis is given to actual map compilation and drawing, the course treats the evolution of maps, type of maps and their usefulness, map scales, use of aerial photographs as a source of map data; the kinds and uses of drafting instruments; and the application of each of these to the teaching of geography. Two lectures and two hours laboratory weekly. Prerequisite: Geog. 111.

Geog. 452: Geography of Latin America 3 s. h.

A comparative study of the geographical regions of Middle and South America. The Latin American relations with the United States and the rest of the world are interpreted through an analysis of the economic, social and cultural activities of man in relation to the physical factors of his environment. Prerequisite: Geog. 111.

Geog. 453: Geography of Africa and Australia 3 s. h.

A regional study of Africa, Australia and the neighboring islands of the Pacific, showing the social and economic development of these lands in relation to their physical environment. The political affiliation of these lands, the geographic aspects of the problems of colonies, land tenure, race and the significance of strategic location and production are considered. Prerequisite: Geog. 111.

Geog. 454: World Problems in Geography 3 s. h.

A political geography. Attention is given to boundary problems, the value and control of colonies, fishing agreements, problems concerning the commercial aviation, world trade, world food supplies, control and development of natural resources, and the geographic aspect of problems concerning world peace. Prerequisite: Geog. 111.

LIBRARY SCIENCE

The State Council of Education on December 3, 1937, approved the establishment at the Clarion State College of a curriculum for the education of teacher librarians. Library Science courses are offered as one of the elective fields for students in a four-year curriculum.

In 1961 the State Council of Education approved a twelve semester hour curriculum for the certification of the elementary school librarian.

The Curriculum in Library Science is intended to give the student a solid grounding in library science fundamentals to lead to successful high school librarianship, and at the same time to give him the essentials upon which to base advanced study in his chosen field. Students majoring in library science also become certified to teach in one or more academic fields.

A student must have a "C" average to enter the library science curriculum.

L.S. 231: Administration of the Elementary School Library 3 s. h.

An introduction to the principles and practices of elementary school librarianship. Standards, costs, acquisition, preparation and circulation of materials. Cooperation with school staff. (Elect in 3rd semester.)

L.S. 233: Book Selection for the Elementary School Library 3 s. h.

A survey of the literature for the elementary school library with particular reference to the influence of changing social pattern upon the reading of the elementary school child. Wide reading in the field, and the acquisition of techniques for the presentation of reading materials to the school child is expected of the student. (Elect in 4th semester.)

L.S. 251: Administration of School Libraries I 2 s. h.

The place and purpose of the school library; its overall administration, organization and objectives. Duties of the library staff. Relation of the library in the functioning of the whole school system.

L.S. 252: Administration of School Libraries II 3 s. h.

The school library as an administrative unit of the school systems. Planning of library quarters. Acquisition and preparation of materials. Management of students, publicity and public relations. The evaluation of the school library for accrediting.

L.S. 253: Book Selection I 3 s. h.

The reading interests, habits, and skills of the child with particular emphasis of the junior high school pupil. Wide familiarity with suitable books and their evaluative criteria. Authors and illustrators of children's books. Preparation of annotations and the delivery of oral book reviews.

L.S. 254: Book Selection II 3 s. h.

The reading interests, habits, and skills of the adolescent. Familiarity with suitable books for the high school with particular emphasis on books of today without neglecting the classics of young people's literature. The processes of book production, distribution and evaluation in the nation as a whole. The oral book review.

L.S. 351: Cataloging and Classification I 2 s. h.

The function of the card catalog in unlocking the resources of the school library. Cataloging of library materials by author, title, subject. Analytic entries. Cataloging non-book materials. Use and adaptation of printed cards. Preparation of Bibliographies. (Elementary - elect in 5th semester.)

L.S. 352: Cataloging and Classification II 2 s. h.

The Dewey Decimal Classification and its adaptation to the needs of the school library. The preparation and arrangement of the library catalog. The use of the subject heading book and the procedures of subject cataloging. (Elementary - elect in 6th semester.)

L. S. 353: Reference Service I 2 s. h.

Types of reference books including bibliographies, dictionaries, encyclopedias, yearbooks, directories, manuals, serials, and indexes are studied. Attention is given to experience in answering practical reference questions and to the selection of reference materials for high schools. (Elementary - elect in 5th semester.)

L.S. 354: Reference Service II 2 s. h.

A continuation of Reference Service I. Government documents, audio-visual sources, and reference sources in special subjects including history, the social sciences, the sciences, the arts, literature, and religion. Experience in answering practical reference questions and in the selection of reference sources for high schools.

L.S. 355: Art for School Librarians 1 s. h.

This course is designed to provide future librarians with basic skills and understandings of art and its relationship to good library procedures. It provides practical studio work in the elements of graphic expression, lettering, display and exhibition work, publicity techniques, layout, poster making, printing, book jacket design, bookbinding and related craft activities.

L.S. 451: Books and Libraries 2 s. h.

The history of books and libraries. The development and spread of the printing press in Europe. The coming of the press to the new world. The spread of the press throughout the United States. The place of library in the society of today. Cooperation among existing library services, national, state, and local.

L.S. 452: Enrichment Materials 2 s. h.

Ways in which the library and the librarian can enrich the curriculum in the school. Teaching both pupils and teachers "How to Use the Library" to better advantage. Special problems involved in the acquisition, storage and use of film, slides, records and other non-book materials in addition to guiding staff and pupils to a more efficient use of books and periodicals.

MATHEMATICS

The study of mathematics presents exceptional opportunities for the development of the powers of quantitative thinking as well as an appreciation of its cultural and utilitarian values. Mathematics arises from human needs and human curiosities; it finds its applications in most of the fields of human endeavor. Since it is both an art and a science, students are inculcated with a sense of its imaginative beauty and esthetic values but without neglecting its stupendous importance in the development of our present and future civilization.

Course Objectives

1. To increase understanding of basic concepts and principles underlying arithmetic, algebra, geometry, statistics, and calculus.
2. To increase skill in mathematical operations, comprehension of the power of symbolism, and understanding of functional relationships.
3. To comprehend the many applications and relationships of mathematics to life needs.
4. To emphasize reasoning with special attention to the role of definitions, undefined terms, assumptions such as axioms and postulates and the other means of arriving at valid conclusions.
5. To emphasize the use of models and historical developments as enrichment materials for teaching.
6. To utilize field trips, conferences and other off-campus activities to keep instruction up-to-date and closely related to everyday life.
7. To present all course work in a professional manner so that students may have constantly before them a model method of presentation of subject matter which they may utilize in their own professional career.

Math. 111: Basic Mathematics**3 s. h.**

Development of the number system; nature and application of fundamental processes; extension of the number system to include common and decimal fractions and negative numbers; approximate nature of measurements; per cents; language of algebra including formulas, graphs, tables, and equations; meaning of proof; elementary concepts of statistics; art of indirect measurement; additional topics of interest to students. Not counted toward field of specialization.

Math. 151: College Algebra**3 s. h.**

Fundamental operations; factoring; fractions; exponents; functions and their graphs; linear, quadratic, and systems of equations; proportion and variation; progressions; mathematical inductions; logarithms; determinants; permutations and combinations. Prerequisite: 1 year high school algebra and 1 year high school geometry.

Math. 152: College Trigonometry**3 s. h.**

Functions of an angle; logarithms; use of tables; radians; identities; trigonometric and exponential equations; solution of triangles by natural functions and logarithms; inverse functions; complex numbers; application of all processes in practical problems.

Math. 251: Analytic Geometry**3 s. h.**

Correlation of algebra and geometry in finding equations of loci and loci corresponding to certain equations; properties of the straight line, the circle and conic sections; rectangular and polar coordinates; transformation of coordinates; parametric equations; a brief introduction to three dimensions. Prerequisites: Math. 151 and 152.

Math. 252: Differential Calculus**3 s. h.**

Elementary concepts of limits and the derivative; applications of the derivative in problems of maxima and minima, rates, velocity, acceleration; possible introduction of integration as the inverse of differentiation. Prerequisite: Math. 251.

Math. 253: Advanced College Algebra**3 s. h.**

Theory of equations; determinants; partial fractions; series; complex numbers; further development of permutations, combinations and probability. Prerequisite: Math. 151.

Math. 254: College Geometry**3 s. h.**

Study designed to establish professional competence in geometry. Subject matter is chosen from plane and solid geometry topics, also from advanced geometry.

Math. 255: Surveying**3 s. h.**

Mathematics applied to the enrichment of secondary school mathematics. Use of the transit, angle mirror, hypsometer, sextant, and other measuring instruments; simple map making exercises and elementary surveying; construction and use of student-made instruments and teaching devices.

Math. 256: History of Mathematics**3 s. h.**

Study of the growth of mathematics through the centuries and the men who contributed to it; enrichment of the mathematical background of the students; integration of basic areas of mathematics.

Math. 257: Mathematical Theory of Finance	3 s. h.
Introduction to elementary theory of simple and compound interest with solution of problems in annuities, sinking funds, amortization, installment buying, mathematics of life insurance.	
Math. 258: Spherical Trigonometry	3 s. h.
Solution of the right and oblique spherical triangles with emphasis on their practical application, especially in the field of navigation.	
Math. 351: Integral Calculus	3 s. h.
Integration as the inverse of differentiation; formulas of integration; the definite integral; methods of integration; integration as the limit of a sum applied to areas, volumes, lengths of curves and other practical problems. Prerequisite: Math. 252.	
Math. 352: Statistics	3 s. h.
Basic principles and methods of statistics common to scientific research: understanding of and ability to use graphs, frequency distributions, measures of central tendency and dispersion; normal curve; correlation; regression and prediction; reliability of statistical measures; curve-fitting; development of formulas.	
Math. 353: Synthetic Geometry	3 s. h.
Extension of competency in geometry; modern problems of the triangle and the circle, further development of rigorous proof; construction based on loci and indirect elements; non-Euclidean geometry. Prerequisite: High School Plane Geometry.	
Math. 354: Theory of Equations	3 s. h.
Complex numbers; the remainder theorem; algebraic equations and their roots; limits of roots; Rolle's theorem; Descarte's rule of signs; rational roots; Newton's method for integral roots; cubic and quartic equations; the theorems of Sturm and Budan; numerical approximation to the roots.	
Math. 355: Advanced Analytic Geometry	3 s. h.
Parametric equations and geometric properties and construction of conies. Various coordinate systems, frames of reference, oblique axes and transformations from rectangular to oblique axes. Linear transforms. Cross ratio and invariance of transformation. Space geometry.	
Math. 356: Modern Algebra	3 s. h.
Number theory and moduli. Integral domains, equivalence and congruence. Boolean Algebra. Groups, properties, sets, and cosets. Fields, rings, and ideals. Matrix Theory. Mathematical structures of logic.	
Math. 357: Modern Geometry	3 s. h.
The postulational and axiomatic approach. Euclidean geometry. Non-Euclidean Geometry, Lemoine and Brocard geometry. Principles of Duality. Curvilinear coordinates on a surface. Envelopes. Systems of curves, and topology of surfaces.	
Math. 358: Differential Equations	3 s. h.
Order and degree of ordinary and partial equations. The formation of differential equations. Equations of the first order and methods of solution. Linear equations with constant coefficients. Special higher order equations. Simultaneous equations. Series solution.	
Math. 451: Advanced Calculus	3 s. h.
A continuation of the calculus to include series; additional work in partial differentiation; multiple integrals; and elementary differential equations. Prerequisite: Math. 351.	

MUSIC

The function of the music department is to foster a steady improvement in the musical responsiveness in all students. This involves a broad acquaintance with music and its techniques and skills in listening and performance. It provides experiences based upon music and its cultural heritage. As an integral part of the curriculum the music department offers performance opportunities in choir, band and symphony orchestra, as well as various small vocal and instrumental ensembles. In the field of music education it is directed toward the development of a balanced program, designed and planned to meet the needs of all students preparing to teach. It affords opportunity for students to develop desirable intellectual, spiritual, and social attitudes within the broad framework of the various disciplines.

Mus. 111: Introduction to Music**3 s. h.**

This course provides an orientation in music experience which aims to equip the prospective teacher with a knowledge and understanding of music as it relates to general education and the art of daily living. Through the use of recordings, radio, concerts, and other media, every possible contact is made with music. The possibility of correlation with other subjects is explored. This course is required of all students. No prerequisite courses or special abilities are required.

Mus. 011: Music Fundamentals**1 s. h.**

This course includes the study of intervals, tetrachords and scales measures and key signatures, simple and compound rhythms, notation and terminology, simple chord patterns (written and keyboard), simple melodic and harmonic dictation.

Mus. 231: Essential Music Skills**2 s. h.**

This course suggests a functional approach to the elements of music through singing, listening, playing of instruments, rhythmic expression, creative experiences and an accent on music reading. This course includes a thorough understanding of the essential music skills and a review of the rudiments of music. Prerequisite: Mus. 011 or equivalent preparation.

Mus. 222: Teaching of Music in the Elementary Grades**2 s. h.**

The emphasis in this course is on creating music and providing practical experience. The teaching of a music class in the laboratory school is required of all students. This course stresses the five-fold music program which includes singing, listening, creating, playing instruments, and rhythmic expression. Prerequisite: Mus. 231 or equivalent preparation.

Mus. 321: Teaching Music Creatively**3 s. h.**

This course is elective and is designed to follow the Teaching of Music in the Elementary Grades. The five-fold program of elementary music is approached through creative and experimental techniques which permit the child to learn with the body, mind and spirit. It is stressed that music is learned through a child's whole personality and that the most satisfying musical experiences are those which he learns as the need for them arises. The various phases of the elementary music program are examined with the end in view that each phase emerges as a vital, creative activity.

Mus. 331: Song Literature for Childhood Education**3 s. h.**

This course deals with the materials used in music education for the elementary school, including rote songs, reading songs, tonal and aural development, rhythm activities, and listening lessons. Emphasis is given to student in singing and performing command of representative song literature.

Mus. 332: Piano Keyboard 3 s. h.

This course provides skills needed in playing the piano for the classroom music program. Various styles of accompaniment for classroom songs, rote playing and sight reading are studied. Emphasis is placed upon the development of technical skills, reading facility and memorization.

Mus. 333: Introduction: Band and Orchestral Instruments 2 s. h.

This course covers briefly the construction, tonal qualities, range, and special uses of each instrument in solo capacity and as part of the orchestra and band. Consideration is given to practical work, learning to play and to demonstrate with special emphasis on techniques of class instruction.

Mus. 334: History of Music 3 s. h.

A study of basic music literature from the Greeks to the present day with emphasis upon active listening, development of acquisition of a musical vocabulary. No prerequisite.

Mus. 335: String Class 3 s. h.

A study of the four orchestral string instruments: violin, viola, violoncello and string bass, with emphasis upon fundamentals such as bowing techniques, accuracy of intonation and playing experiences in ensemble work. This is an elementary class. No prerequisite.

Mus. 336: Advanced Theory 3 s. h.

A continuation of theory, including more complex chord structures, altered chords and advanced modulation in written form and auditory drill stressing sight reading, melodic and harmonic dictation. Prerequisite: Music 011 or Music 231.

NATURAL SCIENCE

Courses in Natural Science are designed to promote two groups of objectives. The survey courses, required of all except those who choose a science as a field of specialization, are designed to give understanding of fundamental principles of Physical and Biological Sciences and an appreciation of the influence of scientific discoveries on history, economics, political developments and philosophical thoughts.

The student who chooses science as a field of specialization is given a broader foundation of knowledge, skill in laboratory technique and facility in the solution of scientific problems. He is instructed in teaching methods which are applicable to the work of the public schools.

SCIENCE

Biol. 111: Basic Biological Science 4 s. h.

This course deals with the principles of Biology. Topics include cellular structure and physiology, growth and repair, reproduction and development, control, sources of food energy, inheritance, and man's interrelationship with his biological environment. The classification of plants and animals is reviewed briefly.

Ph. Sci. 111: Basic Physical Science I 3 s. h.

This course utilizes the fields of astronomy, physics and chemistry to provide a background of science. A study of astronomy, sound, the structure of atoms as related to chemical bonding and the language of chemistry are included in the first semester.

Ph. Sci. 112: Basic Physical Science II**3 s. h.**

This course is a continuation of Basic Physical Science I but places emphasis upon heat, electricity, magnetism, simple machines and the chemistry of life processes and industry.

Sci. 231: Fused Science**2 s. h.**

This course, following the year of basic sciences, is designed to provide the prospective teacher with a more adequate background in science. Units or problems are selected to achieve this purpose which cut across the various fields of science. Some of the units covered are: Earth and Space Science, Nature Study, and Conservation. Emphasis is placed upon developing resourcefulness in gathering data and using the scientific method in the solution of such problems.

Sci. 222: Teaching of Elementary Science**2 s. h.**

Methods of presenting science in each grade of the elementary school with the important facts and principles that should be taught in each grade are emphasized. Stressed are field work, collection of materials, special techniques, and demonstrations to adapt elementary science to local conditions. Evaluations of elementary science texts and pamphlets are now available for each grade.

BIOLOGY

Biol. 151: Zoology I**4 s. h.**

A study of the origin, development, anatomy, physiology, life history, and habits of each phylum of the invertebrates. Attention is given to those vertebrates of economic importance to man. Acquaint students with many invertebrate species found in the area of the college. Two lectures and four laboratory or field hours weekly.

Biol. 152: Zoology II**4 s. h.**

A study of the Chordates and especially the various classes of vertebrates. Stress is placed upon the anatomy, physiology, origin, and development of each class. Special attention is given to the vertebrates found in the area of the college, particularly birds and mammals. Two lectures and four laboratory or field trip hours weekly. Prerequisite: Biol. 151.

Biol. 251: Botany I**4 s. h.**

A study of the structure, physiology, and reproduction of flowering plants. Two lectures and four laboratory hours weekly.

Biol. 252: Botany II**4 s. h.**

A survey of the plant kingdom, including classification. Emphasis on structure, life history and economic importance of representative non-flowering plants. Two lectures and four laboratory hours weekly. Prerequisite: Biol. 251.

Biol. 253: Ornithology**3 s. h.**

An introduction to the birds of Pennsylvania with emphasis upon identification of birds in the field. Lectures deal with internal and external adaptation for aerial travel, classification, migration, habitats, plumage changes, nesting habits, and economic relations. Two lectures and three laboratory or field trip hours weekly.

Biol. 254: Entomology**3 s. h.**

A general study of insects including structure, physiology, classification, economic importance, and relationship. Each student is required to complete a project including a collection and a report on some group of insects. Two lectures and one three-hour laboratory or field trip period weekly. Prerequisite: Biol. 151.

- Biol. 255: Animal Ecology** 3 s. h.
A study of the interrelationships between animals and their environment. Two lectures and two double-period laboratories. Prerequisite: Biol. 152.
- Biol. 256: Field Zoology I** 3 s. h.
This course deals with the study of invertebrates in the field, the collecting and preserving of such forms with emphasis on taxonomy. The course meets five hours a day with two extensive field trips required. Students are encouraged to make collections for future classroom use. Given in alternate summers.
- Biol. 257: Field Zoology II** 3 s. h.
This course deals with vertebrate forms (with the exception of birds), emphasis being placed upon ecological importance and taxonomy of the following groups: fishes, amphibians, reptiles, and mammals. The class meets five hours a day. Given in alternate summers.
- Biol. 258: Conservation of Plant and Animal Resources** 3 s. h.
A study of accepted practices in soil, water, forest and game conservation with a biological approach. Extensive use of State and Federal consultants and films. Field trips include two weekends and several all-day trips.
- Biol. 259: Physiology** 3 s. h.
A course designed to give the student a general background of how animals carry on their bodily processes with special emphasis upon human physiology. Two lectures and one three-hour laboratory period weekly. Prerequisite: Biol. 152 and Chem. 152.
- Biol. 260: Advanced Biology** 3 s. h.
A course designed to broaden the background of Biological Science Majors, permitting and encouraging individual investigation and extensive collateral readings in the natural sciences. Students will develop and do field and laboratory studies for use at the junior and senior high school levels, such as, a study of the plant and animal life of a farm pond, field or woodlot and demonstrations of biological principles which accompany indoor studies. Under the guidance of the Biology Committee. Prerequisites: Biol. 152 and Biol. 252.
- Biol. 261: Vertebrate Embryology** 3 s. h.
A study of the development of the vertebrates, including the formation of germ cells, fertilization, growth and differentiation and the formation of tissues and organs. One lecture and two double-period laboratories. Prerequisite: Biol. 152.
- Biol. 262: Histology** 3 s. h.
A study of the microscopic structure of tissues comprising the organ systems of animals, including man. One lecture and two double-period laboratories. Prerequisite: Biol. 152.
- Biol. 351: Field Botany** 3 s. h.
Methods useful in the study of plants in their natural surroundings. The use of keys, botanical manuals, and illustrated floras to identify living specimens will constitute a major activity. Among the desirable outcomes should be an acquaintance with non-cultivated plants as sources of emergency or staple foodstuffs, fibers, lumber, pollen and nectar, as well as their invaluable importance to wildlife. Two lectures and one three-hour laboratory or field trip period weekly. Given in alternate summers. Prerequisites: Biol. 251, 252.
- Biol. 352: Plant Ecology** 3 s. h.
A study of the structure, development, and causes of distribution of plant communities based upon individual studies of the major plants in each group. Emphasis upon plant associations in western Pennsylvania visited during the course. Given in alternate summers. Prerequisites: Biol. 251, 252.

Biol. 353: Comparative Vertebrate Anatomy 3 s. h.

Biol. 353. Comparative Vertebrate Anatomy
A study of the structure of the mammalian body and the functioning of its systems. The cat is used for laboratory study and comparisons are made with other vertebrates, including man. One lecture and two double-period laboratories. Prerequisite: Biol. 152.

Biol. 354: Microbiology 3 s. h.

BIO 500 - MICROBES & MAN
A study of microscopic forms of life with emphasis on the disease producing species of Man and his domesticated animals. Two lectures and three laboratory hours weekly. Prerequisite: 2 semesters of Biology and Chem. 152.

Biol. 355: Parasitology 3 s. h.

Biol. 350. Parasites. A study of parasites in relation to man and his domesticated animals. Emphasis on morphology and life histories, in addition to the diseases caused by parasites, their diagnosis, treatment and prevention. One lecture and two double-period laboratories. Prerequisites: Biol. 151, 152.

Biol. 356: Genetics 3 s. h.

Biol. 350. Genetics Principles of heredity and variation with emphasis on animals, including man. Experiments and problematics are used to demonstrate the laws of heredity. One lecture and two double-period laboratories. Prerequisites: Biol. 151, 152.

CHEMISTRY

Chem. 151: Inorganic Chemistry I 4 s. h.

This course includes a chemical study of the structure and behavior of matter. Topics stressed are experimental evidence for the structure of atoms, electronic orbitals as related to chemical bonding, the periodic law, stoichiometrical relationships in problems and reactions, oxidation and reduction, gas laws, ionization, acids and bases.

Chem. 152: Inorganic Chemistry II 4 s. h.

This course continues the study of properties and uses of the elements as related to electronic structure, and gives greater emphasis to metals and transition elements with experience in the laboratory in simple qualitative tests for cations and anions. Prerequisite: Chemistry 151.

Chem. 251: Organic Chemistry I 4 s. h.

This course includes a study of the nomenclature, preparation and properties of aliphatic and aromatic hydrocarbons and the functional groups alcohols, halides, phenols, ethers, aldehydes, ketones, monocarboxylic acids, and such processes as polymerization, isomerization, alkylation, saturation, esterification. Prerequisite: Chem. 151.

Chem. 252: Organic Chemistry II 3 s. h.

This course continues the study of aliphatic and aromatic compounds with special emphasis on rules of orientation, sulfonic acids, aromatic aldehydes, acid ketones and acids, nitro and azo compounds, amines and acids, dyes and carbohydrates. Prerequisite: Chem. 251.

Chem. 253: Photography 3 s. h.

Practice in the photographic techniques of picture taking, composition and processing constitutes the major part of this course with some emphasis on the physics of the camera and the chemistry of the film and photographic processing.

Chem. 254: Water Analysis

This course is a study of the impurities commonly found in water sources. The analysis for these impurities and elimination of them to prepare water for domestic consumption, industrial use and aquatic life constitute the laboratory work.

Chem. 255: Industrial Chemistry 3 s. h.

This course deals with the application of theories, laws and calculations of chemistry to industrial processes. The class work is supplemented by reading of current literature and trips to chemical industries.

Chem. 256: Advanced Inorganic Chemistry I 3 s. h.

The gross properties of molecules as well as their internal structure is studied as a function of the electronic structure of the component atoms. Special attention is given to the Bronsted-Lowry concept of acids and bases.

Chem. 257: Advanced Inorganic Chemistry II 3 s. h.

In this course special attention is given to atomic radii and charge as it affects the formation of complexes and complexions and to the distribution of electrons in the orbitals as it affects the properties of the metals.

Chem. 258: Laboratory Technique in Chemistry (Workshop) 3 s. h.

This course includes laboratory planning; selecting, care, and storage of equipment; making of solutions and various reagents from stock supplies. Setting up classroom demonstrations for use in secondary schools is stressed. Prerequisite: Chem. 152.

Chem. 351: Qualitative Analysis 3 s. h.

This course is a study of the theoretical principles and practices underlying analytical chemistry. It includes study and practice in separating and identifying the cations and anions of the more common elements and radicals. Prerequisite: Chem. 152.

Chem. 352: Quantitative Analysis 3 s. h.

This course gives introductory training in the theory and practice of gravimetric, volumetric, electrolytic, and potentiometric analysis. Quantitative calculations and relations are stressed. Prerequisite: Chem. 152.

Chem. 353: Biochemistry 3 s. h.

This course deals with the chemistry of life processes including the chemistry of nutrition, digestion, blood, and various metabolisms of the human body.

Chem. 354: Physical Chemistry I 3 s. h.

This course is an introduction to the fundamental principles of theoretical chemistry with application in the solution of problems and training in the techniques of physical-chemical measurements.

Chem. 355: Physical Chemistry II 3 s. h.

This course deals with surface chemistry and nuclear chemistry.

Chem. 356: Colloidal Chemistry 3 s. h.

This course deals with chemistry of surfaces from both a theoretical and practical standpoint. Laboratory work is an essential part of this course.

Chem. 357: Instrumental Analysis 3 s. h.

This course deals with the role of instruments such as the spectrophotometer, polarimeter, polarigraph and refractometer in chemical analysis.

PHYSICS

Ph. 251: General Physics I 4 s. h.

This is an introductory course in mechanisms, heat, and sound. Some of the topics studied are the mechanics of solids, liquids, gases, thermometry, calorimetry, and heat transference, the production and nature of sound waves including musical sound.

Ph. 252: General Physics II**4 s. h.**

This is a continuation of Physics I and an introductory course in magnetism and electricity. Some of the topics discussed are reflection and refraction, optical instruments, spectra and interference. The portions devoted to electricity and magnetism deal with the general concepts of magnetism, electrostatic, electrical circuits, generators, motors, and alternating currents.

Ph. 253: Physical Measurements**3 s. h.**

Measurements play a vital part in industry, engineering and physical science. In this course a study is made of several instruments used in accurate measurement. Principles of operation and practical uses are emphasized. Some of the important instruments used in the areas of mechanics, heat, light, sound, astronomy, electricity, and atomic physics are studied. Field trips will be made to study industrial uses of instruments of measurement.

Ph. 254: History of Physics**3 s. h.**

Many of the important discoveries which have helped to create modern physics are given primary consideration.

Ph. 256: Sound**3 s. h.**

This is an intermediate course in the study of sound. The physical basis of sound is studied under such topics as wave motion, characteristics of sound waves, reproduction and measurement of sound, the ear and hearing, and architectural acoustics and sound insulation. Prerequisites: Ph. 251 and 252.

Ph. 257: Laboratory Techniques in Physics**3 s. h.**

This course includes laboratory planning, selecting, care and storage of equipment, and selection of individual experiments and administration of individual laboratory work.

Ph. 351: Mechanics**4 s. h.**

This is an intermediate course in mechanics of solids, liquids, and gases. An opportunity is provided for a deeper insight into the principles in operation and their practical application. Studies are made of rectilinear and circular motion, work and energy, impulse and momentum, simple harmonic motion and hydrostatics. Emphasis is placed on qualitative considerations. Prerequisites: Ph. 251 and 252.

Ph. 352: Electricity and Magnetism**4 s. h.**

This is an advanced course in general electricity and magnetism. The electric magnetic fields, D.C. and A.C. circuits, capacitance, inductance, electromotive force and electrical instruments are among the topics developed. Prerequisites: Ph. 251 and 252.

Ph. 353: Atomic Physics**4 s. h.**

The structure of atoms, ions and molecules as determined from spectral analysis forms the backbone of this course. Attention is given also to nuclear structure and nuclear reactions.

Ph. 354: Optics**3 s. h.**

This is an intermediate course in optics. Geometrical and physical optics are included. Reflection and refraction at surfaces, lenses, interference and diffraction, elementary spectroscopy and polarization of light are discussed. Applications are made in the study of optical instruments. Prerequisites: Ph. 251 and 252.

Ph. 355: Electronics**3 s. h.**

This is a course dealing with the electron, including the charge, emission and velocity of the electron. The fundamentals of vacuum tubes and their circuits and the use of tubes in communications and industry are studied. Prerequisites: Ph. 251 and 252.

Ph. 356: Heat

4 s. h.

This is an intermediate course in heat. The basic concepts and principles are developed more intensively in the study of properties of gases and in thermodynamics. Some of the specific topics studied are temperature measurements, expansivity, specific heat, thermal conductivity of solids and liquids, thermal properties of gases, change of phase and heat engines. Prerequisites: Ph. 251 and 252.

Ph. 357: Demonstrations in Physics

3 s. h.

This course is designed to stress the demonstrations associated with the teaching of each of the areas of high school physics and general science. Attention is given to recent changes in curricula of high school physics courses.

Ph. 358: Electrical Measurements

3 s. h.

Discussion and practice in the measurement of resistance, current, potential, inductance, capacitance, and impedance. Two lectures and one three period lab.

Ph. 360: Basic Concepts

3 s. h.

Study of five basic concepts; classical mechanics, relativity, electricity, quantum mechanics, and statistical mechanics. 3 lectures each week.

SOCIAL STUDIES

The Department of Social Studies includes history, political science, economics, and sociology. In the teaching of these fields, the Department seeks to enable students to become intelligent citizens in a democratic society and also to provide a sound professional training for those who wish to specialize in this area.

HISTORY

Hist. 112: History of Modern Civilization

3 s. h.

A study of significant movements and events from 1500 to the present. The course emphasizes the interrelationships between cultures of various regions of the world, with major attention to the influence Western European development has exerted on other areas.

Hist. 151: History of Ancient and Medieval Civilization

3 s. h.

The course includes a survey of prehistoric cultures, the earliest civilizations, and European Medieval civilization to 1648. Its purpose is to present a knowledge of the origins of the broad social, political, intellectual, and economic movements of the past, from which the student may gain an understanding of civilization today.

Hist. 212: History of United States and Pennsylvania—1865 to Present

3 s. h.

A survey course in the history of the United States and Pennsylvania from 1865 to the present. Stress is placed on the impact of the Industrial Revolution on our society, the growth of the labor power, our part in World Wars I and II and the activities of our nation in behalf of international organization.

Hist. 251: History of United States and Pennsylvania to 1865

3 s. h.

A survey course in the history of the United States and Pennsylvania from the beginning of the colonial period to the end of the Civil War. Emphasis is placed on the social, economic and political development of our nation in general and of our Commonwealth in particular.

Hist. 252: History of Europe before 1815

3 s. h.

A study of the development of the social, economic, political, religious, and cultural experiences of the European people, emphasizing the cause and effect of interrelation and inter-dependence of both people and events that are basic to understanding the fundamental forces that lead to modern life.

Hist. 253: History of Europe since 1815**3 s. h.**

A comprehensive study of the factors contributed by the European people in their national organization through their political, social and economic activities. The understanding of the casual and intergroup relationships are essentially basic to analysis and interpretation of the difficulties facing the European world today.

Hist. 254: History of the Far East**3 s. h.**

A study of the development of the people of China, India, Japan, Indonesia and the Pacific Islands. Attention is given to their cultures and development problems as they are related to each other and to the Occident.

Hist. 255: History of Latin America: Colonial Period**3 s. h.**

This course surveys the development of Colonial Latin America from its discovery to 1825. The economic, social, cultural, and political aspects of native Indian, Spanish, and Portuguese civilizations in the Old and New World are given detailed attention.

Hist. 255A: History of Latin America: National Period**3 s. h.**

The main emphasis in this course is on the history of the twenty Latin American countries since 1825. The economic, social, political, and cultural development receives detailed attention. The course also surveys Latin America's international relations with emphasis on U. S.-Latin American relations.

Hist. 256: History of Pennsylvania**3 s. h.**

A study of the founding and development of Pennsylvania from its colonial beginning to the present time. Emphasis is placed on the social, economic and political development in the different periods of its history. Special attention is given to the diversity of the people, their institutions and problems and the growth of Pennsylvania to a leading position in our modern industrial world.

Hist. 257: History of the Near East**3 s. h.**

This survey is an area study of the early classical era by way of an advanced intensive exploration of the civilizations in the Mediterranean East and the Middle East. After an introduction to the religions of Judaism and Christianity in their political setting, the cultural contributions of the Semites, Greeks and Romans are examined. The Islamic Age is stressed. Emphasis is placed upon modern identification of the countries that make this an explosive part of the world — Jordan, Israel, Lebanon, Iran, Iraq, Arabia, Syria, Egypt, Turkey. Their relationship to the great powers will be given attention.

Hist. 258: Renaissance and Reformation**3 s. h.**

A study of the Renaissance and Reformation with particular emphasis on the important political, economic, social, and cultural forces that emerged during this period of transition and ushered in modern western culture. Emphasis is placed on the evolution of modern states and the rise of individualism.

Hist. 354: Contemporary American History**3 s. h.**

A social and intellectual history of the United States in the period from 1865 to the present with emphasis on the twentieth century. Prerequisites: Hist. 251 and 212.

Hist. 355: Economic History of United States**3 s. h.**

A survey of the economic history of the United States and a study of the relationship of the economic and the political and social factors in the development of America. Prerequisites: Hist. 251 and 212.

Hist. 356: Contemporary European History 3 s. h.

In this course the diplomatic background, the testing of the alliances, World War I, and the results of the Treaty of Versailles are emphasized. The various ideologies of government and economics are examined. Europe is placed in its proper setting of world significance.

Hist. 357: History of England to 1689 3 s. h.

A comprehensive course in the History of the British Isles to the time of the Glorious Revolution. It is primarily for Juniors who are majoring in English or Social Studies.

Hist. 358: History of England since 1689 3 s. h.

A comprehensive course in the cultural, political and economic history of modern England. Prerequisite: Hist. 357.

Hist. 452: Diplomatic History of United States 3 s. h.

A study of American diplomatic history from 1789 to the present. The course traces the development of major foreign policies and studies the national and international factors which influence and determine these policies. Prerequisites: Hist. 212 and 251.

Hist. 453: Twentieth Century World History 3 s. h.

The significance of events in the present century is brought out in this course by a study of the growth of capitalism, imperialism, totalitarianism, international jealousies, World Wars I and II and the attempt of the family of nations to find world peace through international understanding.

Hist. 454: The British Commonwealth of Nations 3 s. h.

An advanced elective course on the formation and career of the British Commonwealth. Prerequisites: Hist. 357 and 358.

Hist. 455: The Culture of Europe (Educational Tour) 6 s. h.

Recent history and government of selected countries of Europe will be stressed. Emphasis will be placed upon England, Holland, Germany, Switzerland, Italy, and France as the educational tour develops into the foreign study program. In alternate years the countries of the Balkans, Greece and Turkey, and the countries of Scandinavia, Finland, Sweden, Denmark, and Norway will be emphasized. English and German literature, the art and architecture of the Renaissance in Northern Italy, and in France the agricultural-industrial economy will receive intensive study. The geographical basis will be noted. Recent developments in science, politics, and economics will receive attention. The main term paper will stem from a problem or project or discovery as observed by each student. This paper is due within 60 days upon the ending of the summer session class abroad.

ECONOMICS

Econ. 211: Principles of Economics 3 s. h.

Introduction to economics, money and banking, pricing, and special economic groups. Prerequisite: sophomore standing.

Econ. 351: Contemporary Economic Problems 3 s. h.

Pricing of outputs, degrees of competition, pricing of inputs, distribution, national income analysis, monetary and fiscal policies. Prerequisite: Econ. 211.

Econ. 352: Industrial Relations 3 s. h.

Study of union history, structure, and functions in the United States' economy. Collective bargaining, labor law, and government policies. Management reaction to unions. Related labor problems. Prerequisites: Econ. 211 and 351.

SOCIOLOGY

Soc. 211: Principles of Sociology**3 s. h.**

This is a basic course in sociology dealing with the interaction arising from the association of human beings. Emphasis is placed upon natural and social heritage, the meaning and functions of culture, the origin, function, and characteristics of social institutions such as the family, religion, and the state, with inquiry into the nature and genesis of pathology.

Soc. 351: Contemporary Social Problems**3 s. h.**

This course deals with problems which seem to interfere with the proper functioning of our society as a whole. Such problems as divorce, alcoholism, the industrial worker, the mentally deficient, the small town, crime and the community, and many others will be attacked and discussed. Individual research by means of projects will be assigned and required. Much library work will be required in this work through extensive readings in the field. Visits will be made whenever possible to places where the above problems are prevalent. The student should have had Soc. 211 as a background to this course.

Soc. 352: Home and Family Living**3 s. h.**

This course deals with the development of the family and the home in its historical, economic and legal aspects. The various factors influencing the organization, disorganization and reorganization of the family are considered, as well as the modern trends in this basic institution.

Soc. 353: Anthropology**3 s. h.**

This course deals with the origin, diversification and evolution of man's way of life (cultures) from extinct primitive systems to modern industrial civilizations. This course is an introduction to Anthropology (the study of man) with emphasis on the nature and concept of culture. Some work is done in Physical Anthropology. Emphasis is placed on the simple and complex cultures of the world with specific readings in each category.

POLITICAL SCIENCE

P.S. 351: State and Local Government**3 s. h.**

This course deals mainly with a detailed study of how our state and local governments function. Emphasis is placed on Pennsylvania government and the study is implemented by a field trip to Harrisburg for a more complete observation of state government at work. Field trips are made to local borough council and neighboring council meetings when available. A detailed study of the Constitution of Pennsylvania is made with emphasis on current amendments and changes. Independent study through outside projects is one of the requirements of this course.

P.S. 352: International Relations**3 s. h.**

This course emphasizes the modern economic, social, political, religious, and cultural problems that reflect their influence in the relationships of the great nations of the world. Special attention is paid to the struggle of the peoples of the world to resolve their differences through international cooperation.

P.S. 353: United Nations: Organization and Function**3 s. h.**

This course is designed to afford the student an understanding of the forms and functions of the United Nations as it evolved from the League of Nations. Special reference is given to the work of the United Nations in relation to health and cultural welfare along with the more fundamental problems such as peace or war.

P.S. 354: Constitutional Law of the United States 3 s. h.

A study of the development of the Constitution through the interpretations of the Supreme Court. This includes a study of the separation of governmental powers, political and judicial processes, federalism as a legal device, and the relationship of liberty and authority to the individual living under government. Prerequisite: P.S. 211.

P.S. 355: Political Parties and Elections 3 s. h.

A survey course with emphasis on the study of the electorate, pressure groups, and public opinion, nature and history of political parties, party organization, methods of nominations, and elections. Special attention is given to the place of political parties and elections as instruments of democracy and their place in the framework of Pennsylvania's governments.

P.S. 211: American Government 3 s. h.

The study of the general principles of the American system of constitutional government; special emphasis is placed upon the organization and functions of the national government — legislative, executive and judicial. The rights and duties of citizenship, the electorate, political parties, civil rights and the growing regulatory functions of government are carefully treated.

P.S. 451: Comparative Government 3 s. h.

In this course major attention is given to Great Britain and Soviet Russia as best representing, among foreign governments, the democratic and authoritarian system. Brief consideration is given to the governments of France, Italy, Germany, and Japan. Frequent comparisons and contrasts are drawn between these governments and government in the United States. Prerequisite: P.S. 211.

PHILOSOPHY**Phil. 111: Elementary Logic** 3 s. h.

Principles of correct reasoning; principles of deductive and inductive inference and scientific method; use and misuse of language in reasoning.

Phil. 211: Introduction to Philosophy 3 s. h.

Inquiry into the persistent problems of philosophy, primarily those concerning man, nature and God. Prerequisite: sophomore standing.

Phil. 212: Ethics 3 s. h.

Examination of the problems of value and moral standards with a view toward developing an appreciation of the nature of the moral life. Prerequisite: sophomore standing.

Phil. 255: History of Philosophy I 3 s. h.

Thinkers from the Ancient Greeks up to the Renaissance, with special attention to Plato, Aristotle, Augustine and Aquinas. Prerequisite: sophomore standing.

Phil. 256: History of Philosophy II 3 s. h.

Thinkers from the Renaissance to the 19th Century, with special attention to Descartes, Spinoza, Hume, Kant and Hegel. Prerequisite: Philosophy 211 or 255.

Phil. 350: Philosophy of Religion 3 s. h.

Inquiry into the nature and validity of religious knowledge; the nature and existence of God; the nature of man and human destiny. Prerequisite: three credit hours in philosophy.

Phil. 351: Social and Political Philosophy 3 s. h.

Study of social and political philosophers with special attention to their significance for the present; the individual in relation to the state and society. Prerequisites: Phil. 211, 212, or 255.

Phil. 352: Theory of Knowledge	3 s. h.
Concepts and problems involved in the appraisal of certain types of human knowledge: perception, knowledge and belief, and truth. Prerequisites: Phil. 211, 212, or 255 and three additional credit hours in philosophy.	
Phil. 353: Metaphysics	3 s. h.
Inquiry into some of the fundamental philosophical concepts: being, substance, matter, mind, and God. Prerequisites: Phil. 211, 212, or 255 and three additional credit hours in philosophy.	
Phil. 354: Philosophy of Art (Aesthetics)	3 s. h.
Study of some of the aesthetic theories from Plato to the present; nature of the aesthetic experience; principles of criticism in literature and the arts. Prerequisite: three credit hours in philosophy.	
Phil. 355: Philosophy of Science	3 s. h.
Methods and procedures of reliable knowledge in the formal, natural and social sciences. Prerequisite: three credit hours in philosophy.	
Phil. 356: Oriental Philosophy	3 s. h.
Significant contributions to philosophical and religious thought in the Near East, India, China, and Japan. Prerequisite: three credit hours in philosophy.	
Phil. 450: Contemporary Philosophy	3 s. h.
Movements since the latter half of the 19th century: Naturalism, Dialectical Materialism, Positivism, and Existentialism. Prerequisites: Phil. 211, 212, or 255 and 256.	

SPECIAL EDUCATION

Spec. Ed. 422: Methods of Teaching Retarded Children	3 s. h.
Consideration of problems in selection and preparation of instructional materials for mentally retarded children as well as methods and devices for presenting these materials. Emphasis on organization of classes, teaching methods, behavior and progress records and reports, home and school community relations.	
Spec. Ed. 321: Curriculum Development for Exceptional Children	3 s. h.
Fundamentals of curriculum development for mentally retarded; selected types; study of objectives; curriculum content; some basic determinants as to organization.	
Spec. Ed. 429: Student Teaching (Mentally Retarded)	1-6 s. h.
Observation of special classes for the mentally retarded; case studies; group conferences; practical teaching experience with the mentally retarded.	
Spec. Ed. 423: Curriculum Materials for Exceptional Children	3 s. h.
Designed to aid students in the development of curriculum and methods suited to their particular problems with the mentally retarded. Attention given to organization and curriculum at elementary and secondary levels; methods and materials adapted to age groupings; pupil guidance and evaluation.	
Spec. Ed. 424: Laboratory Methods with Exceptional Children	3 s. h.
Survey of methodology and instructional techniques in vocabulary development; reading techniques; language and speech development; auditory training; method of diagnosis and differentiation; and teaching techniques employed for their rehabilitation. Work on project of particular concern to individual student.	



Vincent Price Reception

SPEECH

The courses in speech are designed to develop the student's powers of oral expression and communication; to present a rich cultural background in the speech arts; and to aid in vocational preparation.

Specific Objectives:

1. To prepare the student to teach basic speech courses on the secondary level.
2. To prepare the student to supervise speech activities on the elementary and secondary level.
3. To develop a well-modulated voice.
4. To eliminate substandard speech practices.
5. To acquaint the student with the various areas of speech education.
6. To stimulate the student's imagination by providing an opportunity for creative endeavor in the area of dramatic arts.
7. To develop the student's skill in finding information, in distinguishing between fact and opinion, and in arriving at logical conclusions through the application of rhetorical discipline.

Sp. 010: Remedial Speech

0 s. h.

Speech Clinic — diagnostic and remedial program for the speech handicapped.

This service is made available to the students regularly enrolled at the college. College students who need help are encouraged to seek the help of the clinic. Every effort is made to help students remove deficiencies which would interfere with their successful progress in college. Students referred to the Director of the Speech Clinic must officially enroll through the office of the registrar for this non-credit course.

Sp. 111: Speech I

2 s. h.

Study and application of the fundamental principles of effective speaking; training in the selection, organization and development of materials suitable for speeches; recording and analysis of voice; personality adjustment as related to speaking-listening situation; types of speeches.

Sp. 112: Speech II

2 s. h.

A continuation of Speech I with special emphasis upon: speeches to entertain, inform, and convince; speeches for special occasion; group discussion; and parliamentary procedure.

Sp. 251: Voice and Diction

3 s. h.

The objective of this course is to help students improve their speech by the elimination of faulty voice and articulation habits. Attention is given to such basic skills as: volume, pitch, resonance, rate, phrasing, pronunciation and articulation. Tape recordings are used as a helpful devise for analyzing problems and noting progress. Prerequisite: Sp. 112.

Sp. 252: Introduction to Speech Correction

3 s. h.

Designed to train prospective teachers to care for defective speech in the classroom and to make educators and society cognizant of the increasing need for a definite speech education program in our public schools. A study of speech sound, speech mechanisms, symptoms, causes, and treatment of minor speech, voice, and hearing disorders. Prerequisite: Sp. 112.

Sp. 253: Introduction to the Theatre

3 s. h.

Survey of plays, theatre practice, and production from Aeschylus to Miller. Theory and criticism.

Sp. 331: Speech Correction for Elementary Children 3 s. h.

Designed to acquaint students with speech problems common to children on the elementary level. Emphasis is placed on the study of materials, methods and techniques used by the classroom teacher in improving the speech of all children. Prerequisite: Sp. 252.

Sp. 351: Discussion and Debate 3 s. h.

A study of the nature, purpose, and limitations of discussion, debate, and parliamentary procedure in a democracy. Students have ample opportunity to participate in such varied activities as panel discussions, buzz sessions, formal and cross-examination debates, legislative sessions, and club meetings. Prerequisite: Sp. 112.

Sp. 352: Play Directing 3 s. h.

A study of the fundamentals and procedures of play directing, and problems faced in educational theatre. Analysis of the script, methods of casting, and rehearsal. Students will direct one-act plays for public presentations.

Sp. 353: Speech Problems 3 s. h.

A study of speech sounds; speech mechanisms; and symptoms, causes and treatment of minor speech, voice, and hearing disorders designed to prepare prospective teachers to care for defective speech in the classroom and create an awareness of the necessity for a speech program. Prerequisite: Sp. 252.

Sp. 354: Oral Interpretation 3 s. h.

Emphasizes the understanding and appreciation of literature through developing skill in reading aloud. Help given in selecting, adapting and preparing literature for presentation. Special attention given to reading materials required of the classroom teacher. Prerequisite: Sp. 112.

Sp. 355: Theater Production 3 s. h.

Training in stage lighting, scenery construction, theatre equipment, costumes, make-up, scene design, and theater management including finance, publicity, program building, and public relations for the educational theater.

Sp. 356: Speech Pathology 3 s. h.

A study of the basic organic and functional disorders of speech. This course is designed to provide more extensive background in the severe speech pathologies. Anatomy and physiology of speech structure are considered as background for the study of cleft palate, cerebral palsy, voice pathologies, and hearing problems. Prerequisite: Sp. 252.

Sp. 357: Speech and Hearing Clinic 3 s. h.

This course offers the student experience in diagnosis and treatment commensurate with his particular course background. Practice is given in the use of clinical instruments, lesson planning, case reports and histories, and treatment in both individual and group situations. Prerequisites: Sp. 353 and 356.

Sp. 358: Psychology of Speech 3 s. h.

This course aims to investigate the several theories of speech origin; study the neurological and psychological bases of speech; trace the ontogeny of speech and language; study speech as an aspect of personality structure; and investigate certain speaker-audience phenomena. The psychology of stuttering is given special consideration. Prerequisite: Sp. 252.

Sp. 359: History of the Theater 3 s. h.

History of plays and playwrights, theater architecture, scene design, costume, and methods of acting and directing from the fifth century B.C. to the present.

- Sp. 451: Advanced Speech** 3 s. h.
A seminar in methods of investigation and research in the field of speech. Published articles and books of a scholarly nature are analyzed and critically evaluated. Each student selects a topic for intensive study. The course culminates in a written research project. Prerequisite: Open only to juniors and seniors with approval of department chairman.
- Sp. 452: Principles of Acting** 3 s. h.
The study and practice of the fundamentals of acting techniques. Creation of roles in plays of different types, styles, and periods. Emphasis on character development.
- Sp. 453: Applied Phonetics** 3 s. h.
An analysis of the speech sound used in English so that the student develops auditory acuity and correct reproduction of sounds; transcripts of spoken material using I.P.A. system; comparison of phonetic alphabet and diacritical marking system; study of structure and function of speech organs; voice improvement; applied phonetics for speech correction.
- Sp. 454: Radio and Television** 3 s. h.
Lecture and workshop in the use of radio and television as a medium of instruction in the classroom. Participation in the planning, writing, and producing of radio broadcasts and telecasts of an educational nature. Field work in production whenever possible.
- Sp. 455: Creative Dramatics** 3 s. h.
A study of the techniques and theory of playmaking. Study of dramatic activities for children including story telling, story dramatization, rhythms, and pantomime. Designed for the elementary teacher.
- Sp. Cor. 232: Clinical Phonetics** 3 s. h.
Introduction to the science of English sounds. Consideration of phonetical applications to matters of speech correction and improvement.
- Sp. Cor. 233: Anatomy of Speech and Hearing Mechanisms** 3 s. h.
Study of the anatomy and physiology of the speech and hearing mechanisms.
- Sp. Cor. 331: Clinical Practice: Clinic I** 3 s. h.
Supervised practice in speech therapy in the college clinic.
- Sp. Cor. 332: Speech Clinic II: Practicum** 3 s. h.
Continuation of Speech Correction 331.
- Sp. Cor. 333: Curriculum Materials for Speech Correction** 3 s. h.
Teaching techniques, source materials, visual aids, and special problems to be employed in speech practice.
- Sp. Cor. 351: Speech Clinic** 3 s. h.
Observation of diagnostic evaluations and limited experience in diagnosis and treatment commensurate with student's course background. Practice in the use of clinical instruments, lesson planning, case histories and reports.
- Sp. Cor. 421: Methods of Teaching the Speech and Hearing Handicapped** 3 s. h.
An integrated course in methods, resources and evaluation, including lesson planning, case histories, and case reports. A concentrated review is made of the speech correctionist's role in the public schools.

Sp. Cor. 422: Student Teaching with Speech and Hearing Handicapped	6 s. h.
Observation and participation in teaching and in activities related to the performance of the itinerant speech and hearing teacher's work.	
Sp. Cor. 431: Hearing Problems and the Testing of Hearing	3 s. h.
Causes, discovery, and prevention of defects of hearing--special prosthetic and educational provisions for the hearing defective.	
Sp. Cor. 432: Audiology	3 s. h.
Continuation of Speech Correction 431.	

INDEX

Page	Page		
Accelerated Program	20	Course Number System	49
Activities, Student	30	Cultural Programs	30
Activity Fee	36	Curriculums	49
Administrative Officers	6	Elementary	64
Admission Regulations		Library Science	66
Freshman	43	Secondary	65
Advance Standing	44	Venango Campus	68
Athletic Organizations	31	Degree Fee	37
Audio-Visual Library	20	Deposits	38
Automobiles	28	Education	
Basic Fee	36	General Education	49-50
Board of Trustees	5	Professional Education	
Campus and Facilities	18	(Sec.)	50
Calendar	3	Professional Education	
Certification Requirements	46	(Elem.)	51
Course Descriptions		Employment, Student	26
Art	69	Evaluation of Credits	47
Education and Psychology	71	Evening Classes	20
Education	71	Faculty	7
Elementary Education	73	Fees	36
Health & Physical		Fraternities	36
Education	74	Freshman Admission — 1963 ..	43
Safety Education	74	Grading System	42
Psychology	75	Guests	28
English	76	Guidance, Student	22
Foreign Language	78	Health Service	27
French	78	Housing Fee	37
Spanish	79	Insurance, Health and Accident	27
Geography	81	Library	19
Library Science	83	Living Outside Dormitories	28
Mathematics	85	Late Registration Fee	38
Music	88	Loans, Student	24
Natural Science	89	Musical Organizations	32
Science	89	Objectives	16
Biology	90	Pa. Regional Audio-Visual	
Chemistry	92	Library	20
Physics	93	Personnel Service	22
Social Studies	95	Placement Service	28
Economics	97	Professional Clubs	34
History	95	Public School Student Teaching	
Philosophy	99	Centers	15
Political Science	98	Purpose of the College	16
Sociology	98	Religious Organizations	35
Special Education	100	Repayments	38
Speech	102	Reports, Grades	42

INDEX CONTINUED

	Page		Page
Residence Halls	19	Special Education	61
Guests in Residence Halls ..	21	Mentally Retarded	61
Guest Rooms	28	Speech Correction	62
Scholarship Requirements	42	Speech & Hearing Handicapped	63
Scholarships	23	Speech	60
Social Program	30	State Council of Education	5
Sororities	36	Student Activities	30
Specialization, Areas of		Student Employment	26
Biology	55	Student Personnel Services	22
Chemistry	56	Student Senate	29
Comprehensive Science	57	Student Teaching Regular Students	47
Elementary Education	64	Teachers in Service	47
English	52	Summary of Fees	39
French	52	Summer Sessions	20
Geo. and Earth & Space Science	53	Summer Session Fees	41
Library Science	54	Testing	22,45
Mathematics	54	Transcript Fee	38
Physics	57	Uniforms for Physical Ed. Classes	21
Safe Driving & Gen. Safety Education	61	Veterans' Guidance	29
Social Studies	58	Withdrawals	45
History	59		
Spanish	60		

